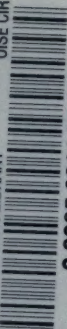


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# A HISTORY OF WILLISTON SEMINARY

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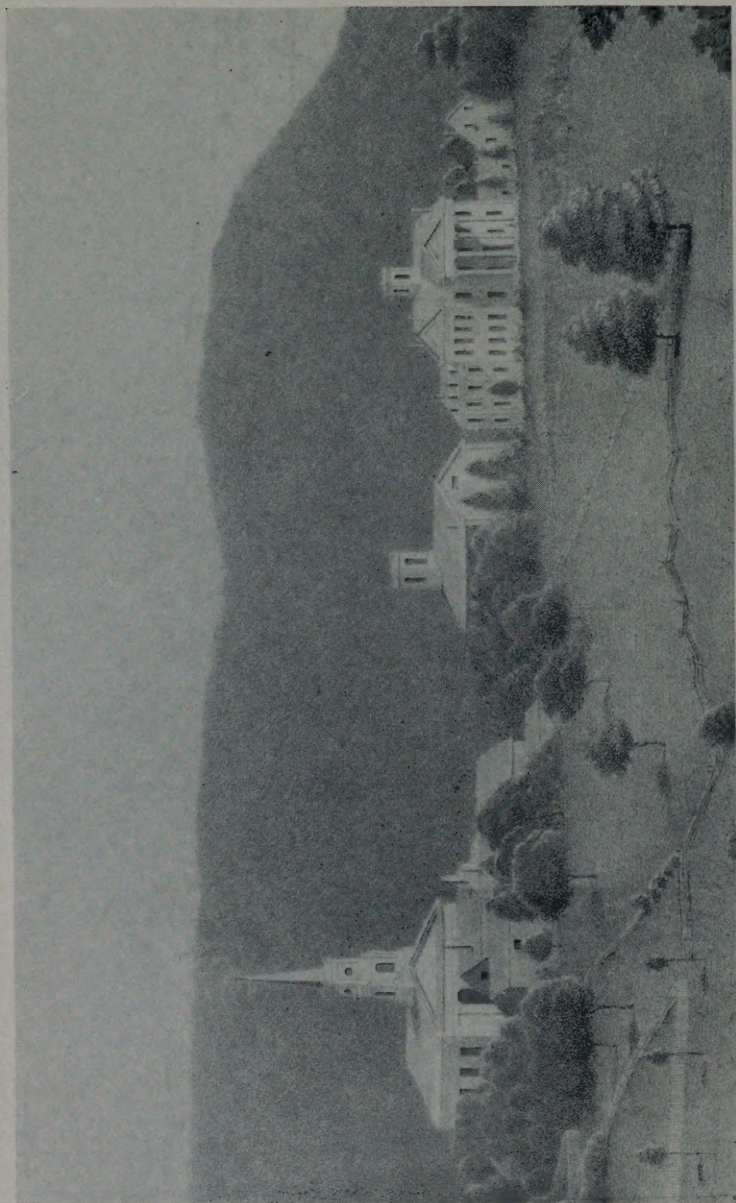
A HISTORY OF  
WILLISTON SEMINARY







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*From an old lithograph*

WILLISTON SEMINARY, 1841

Original building at right. Boarding hall at extreme right. First Church at left. First town hall between these.



A HISTORY  
OF  
WILLISTON SEMINARY

BY  
JOSEPH HENRY SAWYER

WITH AN INTRODUCTION

BY  
HENRY MATHER TYLER

“Goodness without knowledge is powerless to do good, and knowledge without goodness is power only to do evil; while both combined form the character that most resembles God, and is best fitted to bless mankind.”

THE WILLISTON CONSTITUTION

PUBLISHED BY THE TRUSTEES  
1917

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## PREFACE

THE beginning of this book was in the Williston Seminary anniversary of 1870, more definitely in an address delivered on that occasion by Rev. Henry Clay Trumbull, D.D. (1844). "The Value of an Historic Consciousness" was what the speaker tried to have his audience rightly estimate, as rightly and highly as it had been estimated by other institutions. Dr. Trumbull urged that it would be wise to gather the story of worthy achievement, done by this school through those who here had taught and those who here had been taught, before much of it should be forgotten and lost. This was the beginning of a movement among former pupils in which the trustees of the school afterwards co-operated. In 1872 the writer of this book was persuaded to add to his school duties the task of gathering biographical facts about former trustees, teachers and pupils. A volume of Williston Seminary Records was published in 1874. The condition of the school treasury prevented the issue of subsequent editions at intervals of five years, as had been hoped. But the interest awakened, and correspondence started, resulted in the receipt of a quantity of historic matter, statistical, biographical, reminiscent. The custodian of this material has remembered Dr. Trumbull's plea. Hence this book.

But opportunity did not wait on desire and purpose. Leisure for selecting and arranging material could not be had when the school was in session. Such portions of time as could be found in vacations offered the only opportunity. Begun eight years ago, the book has been written chapter by chapter in the summer vacation of each year, when a fortnight could be had sufficiently free. Because the work has thus been done in detached portions, with intervals of a year between, the reader may find repetitions in the text.

Acknowledgment is made of aid received from Rev. Franklin G. Morris, of Northampton, in preparing the manuscript for the press, and in reading printer's proof sheets.

EASTHAMPTON, MASS.

June, 1917.



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## INTRODUCTION

**W**HEN the proposition was made to me that I should prepare an introduction to Principal Sawyer's History of Williston Seminary, I demurred and almost declined. It was not because I was unwilling to render the service, but I felt that I could add nothing to his valuable work, and I might seem rather an intruder than a helper. But further discussion and consideration of the subject impressed me with the fact that there were some things with regard to Dr. Sawyer himself which should surely have a place in a history of the first three-quarters of a century of the life of the Seminary. There are things which we should wish to have said, though he could not say them. So I come forward with a few words, in the hope of meeting in some slight degree this obvious demand.

As the Seminary celebrates its seventy-fifth anniversary, it recalls as a fact of suggestive significance that Dr. Sawyer has for two-thirds of its life been in active service on the corps of teachers. It means much for an institution to have a leader who has so long studied its conditions and needs, who has learned to appreciate both its difficulties and its possibilities, who has filled himself with its ideals and has become skilful in achieving its purposes. Fifty years of good work, each year successfully on what has been previously wrought, without any break or dislocation

of plan, is a splendid offering to the life of a school. It weaves a picture of singular expression and beauty into the whole fabric, and enhances its unity of meaning. It is an element of peculiar importance in the development of the school life. Williston Seminary is to be congratulated that it has such a leader, and can have its history written by one who has borne such a part in the history which he records.

But this is not all. Having devoted fifty years to building up the institution which he has served with such peculiar devotion, and having reached his three score years and ten, and even more, the time when most men yield to the weariness of age, he girds himself afresh, puts on his armor, rouses himself to youthful vigor and enthusiasm, and lays the foundations for a New Williston, which, while it far surpasses the past, is to be also its crown and glory. While he writes the history of the school, he is making new history on a larger scale. We cannot fail to watch with great interest what he is doing, and to express the ardent hope that he may continue to renew his strength and find fresh inspiration in and for his labor until he can see his utmost purpose fulfilled.

These pages of history which Dr. Sawyer has brought together, recounting the efforts which were made by Mr. Williston and those he brought into association with himself to build an institution of learning are suggestive of still larger truths. We have presented to us the fact that a man born and brought up in a quiet farming village of New England, when



prospered in material things, gives his most anxious thought, not to the question how he may accumulate more, but how he may use what he has for the glory of God and the good of man. And as he wrestles with the problem as a part of his religious experience, he concludes that it is his duty to found a school for the benefit of the youth of his country. Mr. Williston was a grand exponent of New England ideas. The general desire for schools has been a quality of chief significance in the lives of the people from the days of the Pilgrims and Puritans until now, and that idea came to the front in Mr. Williston's mind as soon as he began to meditate upon his religious obligations.

It was not the grandeur of learning which so impressed him. Nor was it the need of training a few selected minds to be leaders and teachers of society. It was to increase the intelligence and understanding of the people that he gave his property for the glory of God. The history of the whole movement which so multiplied academies in the United States, if it could be written, would be a splendid testimony to the good sense and intelligence which inspired and characterized the desire for education as a ruling force in the development of American life. It would bear witness with wonderful eloquence to the popular desire that all should have the opportunity to study. Williston Seminary, though an institution much above the common grade, was one of a multitude which were seeking to satisfy the craving of the common people for better training and better life.

It is of importance to emphasize the fact that side

by side with the desire to have a learned ministry there was also in the minds of the fathers a determination to have an intelligent population. They would build up institutions which could provide adequate training for the men who should fill the pulpits and furnish leadership for the churches, but they would provide means of instruction which could be made available and profitable for all. The struggles with the Indians which followed each other in such close succession through the eighteenth century had greatly hampered the people, especially outside of the region in the vicinity of Boston, in their efforts for improvement. But the aspiration which was repressed by the widespread suffering was by no means quenched. The founding of academies in so many different towns during the two or three generations which followed the revolution are an inspiring index of the strength of this feeling and of its wide prevalence.

The influence of this same movement in its accumulated strength was working upon the mind of Mr. Williston when he found himself face to face with the question how he could use his possessions for the good of his fellow men. This worked effectively in turning his thought toward the founding of an academy. And the twofold desire which had been so widespread in America, to provide the best means of education for the ministry on the one hand and for the people on the other, prompted him to help prepare students for college, and to offer the best opportunities which could be provided for the people at large. It was this latter idea of the need of better training as a preparation for ordinary life which



impelled him to the plan for an English college, that is, an institution on a general level with the college of his day, but establishing other branches in place of the ancient languages.

We notice, from Dr. Sawyer's account, how firmly his heart was set upon providing this more popular course of study. The difficulty of carrying out his plan proved greater than he had imagined. It demanded larger resources than he was ready or able to devote to his purpose, and as his means increased, the largeness and consequent costliness of his plan was becoming more apparent. The conception of what is required as an endowment for a college has changed beyond the utmost flight of the imagination of the men who were in control of affairs in the middle of the last century. Mr. Williston's business misfortunes made it easily evident to himself that he could not do all which he had wished. But the greatness and forcefulness of his purpose are not the less to be admired. And these remain as perhaps the best of his gifts to the school, a part of the endowment which adds immensely to the value of the money which he so liberally provided. No one can read this history without feeling that lives like those of Samuel and Emily Williston are the most precious benefaction which any land can receive.

And this leads naturally to one other point. The founders furnished in themselves what was of superlative value for the future of the seminary. And the history adds to this large illustration of the truth that it is personalities rather than funds which make such a school as Williston a success. We notice

that the story which is told in the volume is made up to a very great degree of sketches of the men who, looked after the work and taught the classes as successive administrations followed each other. And this is because it is men and women who make schools.

The Seminary has had trials and disappointments; it could not hope to escape them. It has met many difficulties which must be overcome; who is without them? But the Seminary has always had good teachers. This has been its continued strength. We offer our homage to Mr. and Mrs. Williston for the splendid plan which they inaugurated, the institution for which they labored with consecrated effort. But to the men who have labored with them, whose names are written in this book, and especially to Dr. Sawyer and those who are associated with him in the work of instruction, the men who have stood with him in patient and self-sacrificing effort, we offer our tribute of respect; we even tender them our congratulations. They have wrought well. It is by such personalities that life's best schooling must be given.

H. M. T.

# A HISTORY OF WILLISTON SEMINARY

## CHAPTER I

### OLD HAMPSHIRE

THE first county created in western Massachusetts was named Hampshire — a name borrowed from old England. The beautiful valley of the Connecticut early attracted the notice of both English and Dutch, and settlements were made, or attempted, in the present state of Connecticut, in the year 1634 or 1635. In 1636 Springfield in Massachusetts was begun by a company under leadership of William Pynchon, a magistrate of the Boston colony. In 1654 Northampton, eighteen miles northward, was settled. In 1659 a company from Hartford and Wethersfield, Connecticut, together with their pastor, removed to a spot eastward from Northampton, and settled Hadley. These three settlements, separated from the Bay and Plymouth colonies by an uncharted wilderness, and joined to each other by ties of neighborhood, were, upon their petition in 1662, created by the General Court a county, named Hampshire, and having boundaries designated by words following:

“The bounds or limits on the South to be the South line of the patent, the extent of other bounds to be



full 30 miles distant from any or either of the foresaid towns: and what towns or villages soever shall hereafter be erected within the foresaid limits to be and belong to said County."

These boundaries were more definitely established when Worcester county was formed, taking a part of the territory that had been under jurisdiction of Hampshire, and fixing the line on the east. Again, when Berkshire was formed, taking another part of the territory that had been under jurisdiction of Hampshire, and fixing the line on the west. In 1811 the northern portion of what remained was erected into the county of Franklin, and a new boundary was made on the north. And again, when in 1812 the southern portion of what remained of the original county was set off as Hampden, a new boundary was fixed on the south. The remnant of the old Hampshire is the smallest portion resulting from these divisions. What was in the beginning the largest county in the state became one of the smaller counties in area and population. Easthampton is included in Hampshire county as thus constituted.

Doubtless these early settlers hoped to better their condition in these new homes. The fertile meadows of the river valley attracted them as the prairies of the Mississippi valley have attracted others in later years. For the same reason settlements were made along streams tributary to the great river or in its neighborhood, along the Quaboag, the Westfield, the Deerfield, the Housatonic.

But these people were mindful of the foundations of all strong and enduring commonwealths. In the

articles of agreement signed by the first settlers in Springfield occurs this clause:

“1ly. Wee intend by God’s grace, as soon as we can, with all convenient speede, to procure some Godly and faithful minister, with whom we propose to joyne in church covenant, to walk in all the ways of Christ.”

As early as 1642 the legislature of the colony passed a law requiring:

“That the selectmen of every town in the several precincts and quarters where they dwell, shall have a vigilant eye over their brethren and neighbors, to see first, that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach by themselves or others, their children and apprentices so much learning as to enable them to read perfectly the English tongue, and knowledge of the capital law, upon a penalty of 20s. for each neglect thereof.”

The act further enjoins that the principles of religion shall be taught, and that each boy and girl shall be trained in some honest, lawful calling, labor or employment. Compulsory attendance in school is provided for, and this was to be required of boys until they came to the age of twenty-one, and of girls until they came to the age of eighteen. Before the enactment of this law the people of the Bay of their free choice had opened Harvard college, and schools contributory thereto, because of favorable public opinion and location. This law could be enforced in the towns and villages along the shore of Massachusetts bay, or within its near neighborhood. But conditions were adverse in Old Hampshire. Schools

were attempted, but they had uncertain and intermittent existence.

Before the close of the seventeenth century King Philip's war came, and from that beginning until near the close of the eighteenth century these towns met the shock of Indian wars, then of French and Indian wars, and then of British and Indian wars. Against them the storm beat, to the greater repose of the homes a hundred miles to the eastward. The dark and bloody time is revealed, not alone in the burning of Springfield, or the midnight attack on Deerfield in midwinter when the majority of the inhabitants were either killed or driven into captivity; not alone in the massacre of Pascommuck, or the ambuscade of Bloody Brook; not alone in the successful or unsuccessful attacks on widely separated hamlets to their extinction or the great damage of each; but it is revealed in greater horror in the danger which pressed by day and night even in intervals of comparative peace. These families lived in constant fear of the rifle, the tomahawk and the scalping knife. The farmer at work in his field was shot from the bush. The wife busy with household cares was surprised, seized and dragged with her children into savage captivity. Weapons of war were the constant accompaniments of implements of peace. The gun was a necessary furnishing of the field, the kitchen, the sleeping apartment, the pew and the pulpit.

For a period of one hundred and twenty-four years the people of Old Hampshire endured these conditions. "There is hardly an acre, certainly not







*From an engraving on steel*

SAMUEL WILLISTON

a square mile, in the Connecticut valley, that has not been tracked by the flying feet of fear, resounded with the groan of the dying, drunk the blood of the dead, or been the scene of toils made doubly toilsome by an apprehension of danger that never slept." Children were born, grew to manhood and passed into old age, knowing no other life. And yet they were not destroyed. On the contrary, settlements multiplied and population increased. The conquest of Canada in 1760 brought relief, but it was of short duration, for in a decade and a half came the war for Independence. Men of Hampshire were at Bunker Hill, Bennington, Saratoga, and with Washington on the Hudson or elsewhere. When this war closed the discouraged farmers were so overburdened with private debts and oppressed by public taxation that in their desperation they sought relief in Shay's rebellion, only to increase their misery. Conditions in the seventeenth and eighteenth centuries were most unfavorable for regularity or continuity of schools.

With the final establishment of permanent peace and social order came opportunity for better provision of the means of education. But the people were poor. Reliance was had upon state aid and private benevolence. State aid, when given, was usually in lands in the present state of Maine, which was then a part of Massachusetts. Private benevolence, when measured by the standards of the present day, was meager. But never have such gifts been more timely or more helpful. The closing years of the eighteenth century saw the beginning of these benefits. In 1785



the Williamstown Free School was opened, being made possible by the bequest of Colonel Ephraim Williams, who lost his life in the French and Indian wars. Ten years later this became Williams Hall, and then Williams, College. In 1793 Westfield Academy was opened through public funds and private gifts. This has been absorbed into the public schools of the town, and the income of its fund supplements the appropriation of the town. In 1797 in like manner Deerfield Academy began, and continues as Dickinson Academy, in recognition of a benefactor. In the first decade of the nineteenth century schools were multiplied; notably, Berkshire in Lenox in 1803, Monson in 1806, Pittsfield Female in 1807. Of these Monson alone survives, because of gifts of citizens of that town, and today, well housed and well conducted, it is in vigorous and efficient service. In the second decade we find Amherst Academy, begun in 1816 and continued for nearly a half century. Hopkins Academy in Hadley bears the name of Edward Hopkins, who was governor of the Connecticut colony in the seventeenth century, and who bequeathed a part of his property for the encouragement of learning in New England. The trustees of this bequest decided to apportion the gift for establishment of schools in New Haven, Hartford, Cambridge and Hadley. The New Haven school continues as Hopkins Grammar School. The Hartford school has been absorbed into the public high school. Because of the troublous times in Old Hampshire, the Hadley school was hindered and delayed. The portion of the Hopkins gift which had been re-

ceived was mostly lost through Indian depredations. The friends of Harvard College succeeded in having the larger portion of the remainder of Hadley's share transferred to that institution. But through state aid and gifts of other friends and successful management of these funds, the trustees have continued the life of the school, and today it is doing good service for its town and vicinity. In the third decade Sanderson Academy in the town of Ashfield and Sheldon Academy in the town of Southampton were opened, each bearing the name of its principal benefactor, and each still existent. Wesleyan Academy in North Wilbraham was opened in 1824, first as a co-educational school, and more recently as a boy's academy. It has gathered many pupils from a wide area, and the citizenship of our country is indebted to it for valuable work done. In this decade and the next attempts were made to establish industrial or manual labor schools, in Stockbridge, Northfield, Greenfield, Pittsfield, South Hadley; but all failed for lack of support. In the fourth decade we have record of Mountain Seminary in Worthington, existing less than five years; of the Academy in Shelburne Falls, which bore the names Franklin, then Lamson, and now Arms. This decade also includes many private schools within the limits of Old Hampshire — good schools in their time, but ceasing with the life of their promoters. Thus we come to the beginning of the fifth decade which contains the date of the opening of Williston Seminary.

Leaving Williston Seminary for fuller mention hereafter, we note that the nineteenth century, from the

fifth decade to the tenth, records greater advancement in educational institutions. The academies already named, Hopkins, Sheldon, Williston, continued; and to them has been added Smith in Hatfield, and Smith's Agricultural School in Northampton. The public high schools have been developed, as the laws governing their establishment and maintenance have been changed, enlarging their curricula. The work of Horace Mann for the public schools of Massachusetts belongs chiefly to this period. In Hampshire county, as now constituted, this period saw Amherst College grow in wealth and resources; saw the Massachusetts Agricultural College established and enlarged; saw Smith College endowed, opened and attain its remarkable growth; saw Mount Holyoke, the Seminary established by Mary Lyon, changed into a college. All these within an area less than seven miles square. The remnant of Old Hampshire, which retained the name, but little of the area of the original county, has established its leadership in matters educational in western Massachusetts. To it belongs the name, "College County."



## CHAPTER II

### THE FOUNDERS

**W**ILLISTON SEMINARY had two founders, Samuel Williston and Emily Graves Williston. The first was the son of Rev. Payson Williston, the first pastor of the first church in Easthampton. The second was the daughter of Deacon Elnathan Graves, a farmer in Williamsburg.

#### **Samuel Williston**

During the colonial time Easthampton was a part of Northampton, known as the "East District." When the District became sufficiently numerous in population and ample in wealth to enable it to maintain a church and support a pastor, the District, in accordance with Massachusetts custom, was by act of Legislature created a Town. To its church came a young student from Yale, and in service of that church he gave all his working days. Payson Williston was the son of Rev. Noah Williston, who was pastor of the church in West Haven, Connecticut. Those were years of long pastorates. Noah Williston was shepherd and teacher of the West Haven church fifty-one years, and Payson Williston preached his half-century sermon in Easthampton, "to refresh the minds of his people." The pastorates of father and son occupied more than a century.

Noah Williston had four children, two sons and two daughters. Each son became a clergyman, and each daughter became the wife of a clergyman. One of these daughters became the wife of Rev. Richard Salter Storrs, and as result of this marriage, Samuel Williston was cousin of Dr. Storrs, pastor of the Church of the Pilgrims in Brooklyn, New York. Samuel Williston's mother was the daughter of Rev. Nathan Birdseye, third pastor of the West Haven church, where Noah Williston had served so long. Such was the heredity of Samuel Williston.

Rev. Payson Williston's daughter Sarah married Josiah Dwight Whitney a merchant in Northampton. By this marriage Samuel Williston became the uncle of the members of the famous Whitney family, which included a professor in Harvard College and a professor in Yale College; and he was grand-uncle of the noted scholars that belonged to the next generation of that family. Payson Williston's daughter Maria married Theodore Brackett, and her daughter became the wife of Rev. Dr. Nehemiah Adams, long a prominent pastor in Boston. The daughter of Samuel Williston's brother, Nathan Birdseye, became the wife of Rev. Dr. George Leon Walker, and the mother of Professor Williston Walker, at this writing a member of the faculty in the Yale Theological Seminary, and a trustee of Amherst College. For Maria Williston Walker the Williston church in Portland, Maine, was named, and in that church the Society of Christian Endeavor had its beginning. The daughter of Samuel Williston's brother, John Payson, became the wife of Rev. Dr. George Bishop,

once a teacher in Williston Seminary, and later a prominent preacher in the Reformed Church, a trustee of Rutgers College, and lecturer in the Theological Seminary there. These were representatives of the Williston family contemporaneous with Samuel Williston, or immediately succeeding his generation. The name Williston is intimately and inseparably connected with the work of the church and the cause of Christian education. Like others bearing his name, he wrought for the advancement of Christian education and sound learning.

His own family gave evidence of the influence which pervaded his home. After the death of their own children, Mr. and Mrs. Williston adopted four. The eldest, Harriet Richards, became the wife of Colonel William S. Clark, once a teacher in Williston Seminary, a soldier in the Civil War, a professor in Amherst College, a trustee of Williston Seminary, and President of the Massachusetts Agricultural College. The second, Lyman Richards, established and for many years conducted the famous Berkeley Street School for young ladies in Cambridge. The third, Cecilia Risk, became the wife of Marquis F. Dickinson, once a teacher in Williston Seminary, and later a prominent lawyer in Boston, and for many years a trustee of the Seminary, and also of the Massachusetts Agricultural College. The fourth, Clara Bachelder, became the wife of Rev. Dr. Joseph Lanman, who faithfully and efficiently served churches and aided schools in the Mississippi valley. It has been a family devoted to the cause of education.

Samuel Williston was the third child and second



son born in the Easthampton parsonage. The first-born son died in infancy or in early childhood, and Samuel Williston became the eldest. It was a family of six children, of whom five grew to maturity, three sons and two daughters. The sons became successful business men. Samuel was a manufacturer and banker in Easthampton. Nathan Birdseye was a manufacturer and banker in Brattleboro, Vermont; John Payson was a druggist, chemist and banker in Northampton. Mention has been made of the daughters.

Bearing a name consecrated to the service of church and school, the children in the Easthampton parsonage were all to be liberally educated, if possible. There were five of them. Rev. Payson Williston's salary never amounted to three hundred dollars. After the custom of the time, when he was installed as pastor he had received a settlement of seventy pounds, and with this he had bought a small farm of thirty-three acres of poor land. On this he labored with his own hands to eke out subsistence for his family. Plain living and high thinking were their daily portion. The pastor became teacher of his children. It was, in fact if not in name, a home school. Therefore after receiving the primary instruction offered in the public ungraded schools of the town, Samuel Williston continued his studies under the tuition of his father, and laid the foundation of preparation for his entrance into college. He was the son of a minister, and, doubly, the grandson of a minister. He was the eldest son — the first God had given and had not taken. With earnest prayer

Samuel, like the prophet of old whose name he bore, was devoted to the service of the Lord's house.

But the opportunity did not soon appear. His school days in the public school ended when he was ten years old. The sessions of study in the parsonage were limited to the winter season. During the summer both father and son were otherwise occupied; the one with the care of the parish, and missionary tours abroad; the other with the urgent demands of self-support, in order that he should not be a burden in the home. He worked each summer on farms in the neighborhood, and after a time, with increased strength and knowledge, he earned seven dollars per month. When sixteen he went to Vermont, to the house of his sister Maria, and was employed in the business of his brother-in-law. Eighteen found him increasingly firm in his conviction that it was his duty to enter the ministry. But he would enter by the approved road. He would not clamber in over some short way, or through some back alley. So he attended Westfield Academy for a part of the next year. Then hearing that at Phillips Academy in Andover there were funds for aiding such as he was, he decided to go there. He was now nineteen, and had good health, physical strength, an alert mind and definite, firm moral purpose. The family purse would not permit use of the public stage-coach for the journey to Andover. The boy was carried by his father in the parson's gig as far as Brookfield. From there he made his way as best he could, having a letter of introduction to the ministers along the route, which on presentation would secure for him, according to

the custom then prevailing, rest and entertainment in any parsonage. Arrived in Andover, he presented his letters to Principal John Adams, and was accepted. Employment was found, and a boarding place a mile and a half from the school. Then began a struggle, the severity of which only those know who have striven to maintain a creditable standing in school while earning enough by manual labor to keep out of debt. His studying was done mostly at night, with use of poor lamplight, the only artificial light then obtainable. Before the school year ended his eyes failed, and he was ordered by his physician to return home for rest and recovery. The return journey was made on foot, with his worldly effects tied in a bundle, and slung on a stick over his shoulder. Two years passed in waiting and hoping, but in the end, from his own experience, and the repeated diagnosis of physicians, it was decided that all thought of a college course must be abandoned, because his eyes could not endure the labor they would be required to do. Moreover, his eyes would never be equal to the demand that service in the ministry would make. He never recovered the free use of his eyes. Both by day and night he was obliged to shield them from strong lights. He was dependent upon others for reading, whether for entertainment or information; and in the office for writing letters or making long computations.

He was forced to change his plan for life, a plan he had formed after long and prayerful thought. What wonder that for a time he drifted, waiting to see what life would open to him. He would have said



he was waiting upon the good pleasure and wise guidance of his Heavenly Father to make known to him His will. Like many other New England youth he had recourse to school teaching. Off and on, in intervals from other employment, and later in connection with what for a time he considered would be his life work, he taught school; ungraded and elemental country school, and later "select school," and grammar school. This teaching was done in Easthampton, Southampton, Northampton and Springfield. He labored on farms, and was clerk in a store in West Springfield and in New York. But he was not easily satisfied. If one were permitted to interpret his thought and action, this would be to say that since, because of his infirmity, he could not enter the ministry, or engage permanently in teaching — an important result of each of these services being the creation of producers of value, he would not choose to be a merchant, a trader, an exchanger of values produced by other men; he would himself become a producer of values.

In 1817, at the age of twenty-two, he decided to become a farmer. His father consented to aid him, and land was bought adjoining the parsonage farm. This was stocked with sheep. All the accumulated money of both was invested in this enterprise, and in the purchase of the necessary implements, and a debt was incurred. Mr. Williston in later life said this was his second decision for his life work. He entered upon the task, resolved to be content, and to make the most and best of himself.

Through these experiences of struggle and disap-

pointment he had one earthly friend on whom he leaned for advice and encouragement. That friend was his father. Those who by personal acquaintance had knowledge of the relation of this father and son will agree that it is no exaggeration to say it was more than the usual relation of parent and child, or of older and younger brother; it approached that relation than which there is none more beautiful morally in human affairs, the love of one man for another man, like the love of David and Jonathan, each for the other. Therefore when Pastor Williston advised Samuel to seek the acquaintance of Emily Graves in the neighboring town of Williamsburg, Samuel accepted the advice from the one who knew him most intimately, and loved him most sincerely, and who joined with this the wisdom of years and a greater experience than his own. Samuel acted on the advice. The acquaintance thus begun ripened into affection. After an engagement of three years, waiting for Samuel's affairs to become more assured, they were married in the spring of 1822.

There was no grand wedding, and the wedding journey extended eight or nine miles, from the Williamsburg home to the Easthampton home. The bridegroom wore a coat which he had worn for Sundays and holidays two years. They made their home in the parsonage with the pastor's family. "There the two families lived for twenty-one years under the same roof in beautiful harmony and mutual love." Some currently accepted sayings must be accepted with reserve in view of this, *viz.* that no house is large enough for two families, and that ministers'

sons and deacons' daughters turn out badly. Much depends on who are the families, who is the son and who is the daughter.

Business reverses had delayed the marriage, and their effects were long felt. The investment in land and sheep amounted to eighteen hundred dollars, most of which was borrowed. The largest annual return that could be realized from the farm was two hundred to three hundred dollars. The value of the first crop of wool was lost through the financial failure of the purchaser, and the original debt was made larger. This struggle to pay interest and taxes, to provide family support, and gradual payment of the debt, was made a subject of daily prayer that God would open to them a way by which an honorable competence for themselves and the means for aiding others could be earned.

The way was opened, as they believed, in direct answer to their prayer. Farming was exchanged for the manufacture of cloth-covered buttons. The flock of sheep had increased, and the price of sheep had risen. The sheep were sold for an amount which enabled Mr. Williston to pay all his debts, and hold his land free. He never parted with that land. On that he afterward built his house, his farmer's house and gardener's house, his stables and barns, his conservatory and grapery, planted his orchard, and constructed his private water supply for house and grounds (the first in Easthampton), and on this land the landscape gardener applied his art. On this land, or a part of it, new buildings are now being erected for the use of Williston Seminary, and on a

portion of the sheep pasture the Williston boys are now playing their school games.

The manufacture of cloth-covered buttons in America began in the Easthampton parsonage, and Emily Graves Williston was the employer and employee, the business manager and office force. But the demand for her buttons soon exceeded what her tireless industry and nimble fingers could produce. Here her husband joined her, having left farming in order to become a producer of values through manufacturing. The implements used in the beginning of this button industry were tools rather than machines, and there was little division of labor. As the work was originally done in the parsonage, so for a time it was done in other homes—in the village, then beyond the village. A warehouse was built in Easthampton. There the material was brought from New York, by boat to Hartford, and by team from Hartford to Easthampton. This material was cut in the warehouse and then distributed, to be put together in finished buttons and brought back. The industry grew until one thousand families were employed throughout Old Hampshire. By this labor the wives and daughters in the villages, and on the farms, found opportunity in spare hours from household care to add to their income. The Williston teams, taking out button material and bringing in finished buttons, became a familiar and important link, uniting remote neighborhoods, and serving as a means of communication between them, doing errands, carrying messages and distributing the news. In the warehouse at home Mrs. Emily Williston



ceased to make buttons with her own hands, while she directed others. She had charge of the office force. At first she was all of that force. She conducted the correspondence, kept the books, made the pay-roll and bills of lading, collected and paid bills. Among the first clerks who came to her assistance was a boy from the town — Horatio G. Knight — afterwards lieutenant governor of the Commonwealth. After Mr. Williston's retirement he was for many years president and manager of the Button Company, after its incorporation.

Samuel Williston was a good buyer and successful salesman. His house was the pioneer house in the manufacture of buttons in this country. The honesty of his product was seen and acknowledged. A reputation, which was itself the best investment, was established, and the business grew rapidly. His business trips extended beyond New York to Philadelphia and Baltimore, and in New England to Boston.

The manufacture of cloth-covered buttons had become well established and profitable, when an important change was made in the manner of conducting the business. This was the concentration of the manufacture in one place, rather than its distribution over a wide area. It was the change which came in other New England industries, from the piece-work in the homes of the people to the division of labor in the factory. Mr. Williston met in New York a creole — Francis Sidney — who said that he had lived in England, and had worked in a button manufactory, and could tell how the machines were made

and worked. After assuring himself that the man had valuable information to impart, Mr. Williston received him into his employ and brought him to Easthampton. Then he sought the co-operation of his friend Joel Hayden, founder of Haydenville, in the town of Williamsburg, and a lieutenant governor of Massachusetts. Mr. Hayden was an expert mechanic and successful inventor. He translated Sidney's descriptions into button machines, and they wrought successfully. The partnership of Williston and Hayden was formed, and the manufacture of lasting cloth-covered buttons began in Haydenville. Later Mr. Williston bought Mr. Hayden's interest, and removed the business to Easthampton. A corporation was formed, Mr. Williston owning the greater part of the stock, and being the president of the company. The employees of this first Easthampton Button Mill came from the homes which had been employed in the manufacture before its erection, and from similar homes. They were native Americans from New England farmsteads and countryside. They were not only church attendants, but in large part members of the original New England church. Until their coming one church had been sufficient for the town. Within four years after their coming a second Congregational Church became necessary and was organized.

To furnish power for the new mill a dam was constructed, obstructing the waters of Broad Brook, a small but constant stream which had its rise on the slope of Mount Tom, a mile distant. It developed that the stream furnished more power than the But-

ton Mill could use. The discoveries and inventions of Goodyear were then attracting attention, and Mr. Williston chose a form of rubber manufacturing — the making of woven elastic goods. This resulted in the building of three mills — one for making rubber thread from the imported Para gum, a second for using this rubber thread in weaving narrow elastic fabrics, chiefly suspender and garter webbing, and the third for the manufacture of elastic shoe lacing, frills and cords. Mr. Williston was more than a promoter of these enterprises; he was their father. They were built largely with capital gathered in Easthampton. They were officered by men who lived in Easthampton. They were not organized for purposes of capitalization and sale. All this resulted because Mr. Williston was supreme in the management of them. Because Broad Brook seemed capable of doing more work, he obstructed its course with a second dam, and used the water a second time. On this Mr. Williston acted alone. He held practically all of the stock. He built a mill for manufacture of cotton yarn, and because of sudden increase of prices, due to depreciation of money at the beginning of the civil war, the balance-sheet showed very large return for the venture. Encouraged by this, he built a second and a larger mill, and began the making of spool cotton thread. This was his first business mistake. He was advanced in life. His reserved physical strength was small. He had always worked hard. He could not do what he once did, and he did not yet know it. He could no longer exercise the same personal supervision of all complex details. He was

not sufficiently acquainted with cotton manufacturing. He and Easthampton suffered their first serious check. The product of his new mill could not be sold in the market for enough to pay what it had cost. Mr. Williston lost half his fortune. But it was a loss with honor, as all his gains had been made with honor.

Mr. Williston's investments abroad were not large, chiefly because the development of local industries absorbed his capital as fast as accumulated. But an exception was due to his belief in the necessity, and consequent utility and value of railroads. The transporter stood between the manufacturer and the merchant, between the producer and consumer. And the product, first as raw material and second finished goods, paid the transporter twice for service. This honest New England deacon thought railroads would not be built to be sold, but to be used. If he was mistaken in this, the mistake was not to his discredit.

The service Mr. Williston rendered his native town was fully acknowledged by his townsmen. Mainly through his business sagacity and honest dealing the town grew. It doubled, trebled, quadrupled. It was a permanent growth. A canal was built in the late thirties and early forties of the nineteenth century, connecting Northampton with New Haven and Long Island Sound. The building of railroads soon after made the investment unprofitable, and by using more investment the promoters of the canal built a railroad, mainly on the path of the canal. Their funds were exhausted when they



reached Granby, Connecticut, and construction stopped. Then Mr. Williston organized a company, raised the necessary money, and completed the line from Granby to Northampton, a distance of thirty miles. This was the Hampden and Hampshire railroad, and Mr. Williston was president. It was a public service, with no prospect of gain, but rather of loss. The extension very soon became a part of the "Canal Railroad."

This review of Mr. Williston's business career has been written because it is necessary for a right knowledge of the man. He began poor, very poor. His early struggles seemed striving and losing. When he gained he gained slowly, very slowly, and always by honest toil, alongside those who wrought for him. Sudden gains came to him as they came to many at the opening and during the course of the civil war, only to be followed by losses, as the losses came to many others, when values shrank after the close of the war. Through it all he was the same methodical, industrious, honest man. He learned economy in the beginning, and he practised it to the end. Some even called him penurious, but the epithet was undeserved. With him waste was wrong, and expenditure in excess of the decent demands of your station was waste.

By hard work, patient continuance, cheerful hope and courage, and constant economy, he was able to accumulate. He enjoyed being a producer of values. He often said it. And he enjoyed having possession for a time of the wealth he had produced. He owned it. He was not a hypocrite. But there was another

side, and a greater side to this man. To be a producer of values was to him pleasing. But to have part in the making of producers of values was more pleasing and desirable. This important work of the school and by-product of the church appealed to him. This builder of communities would utilize all forces by investing his earnings in institutions which would not directly increase the values, but would multiply the number of those who should themselves create new values. All this would tend toward the betterment of men. This decision was made more definite through the influence of bereavement. Two daughters had been born to Mr. and Mrs. Williston — Ellen and Delia Lord — and both had died in early childhood, one week intervening between their deaths. When two daughters again came to them, they were accepted as sent to fill the places of the lost ones, and these were named Ellen and Delia Lord. Again death came and took these children. The scourge claimed both within one short month. The sorely bereaved parents sought relief in their consecration to work for the good of others. Of them it could be said, as was said of another benefactor of men: "Without natural issue, they made posterity their heir." Subsequently their family circle was restored in number by the adoption of four children — three daughters and a son.

"It was in 1837, during the sickness of his last child, that Mr. Williston, feeling that he had not done his whole duty as a steward of the Lord's property, consecrated himself anew to his service, set apart the principal and interest of a considerable

investment for benevolent purposes, and thus entered on a new Christian life." This son and grandson of ministers of the gospel, and whose first choice for his life-work had been the same service, could act from no lower motive. What redounded to the glory of God wrought for the good of men, and what wrought for the highest good of men would redound to the glory of God. What greater good for men here than to make this life more worth living? In 1837 Mr. and Mrs. Williston definitely consecrated a considerable investment, with its increase, to some benevolent purpose. For three years they prayerfully sought the particular object of their charity. Amherst College was then in its second decade, and in need of friends and money. Mount Holyoke Seminary was in its first decade, and, if possible, in greater need of friends and money. Mr. Williston helped both. But his heart turned more and more toward the need in Old Hampshire for a strong secondary school. He knew the region well at this time, the men and women, and even the boys and girls in these homes. He believed they fairly represented our common country. For them he would give. He consulted his friend, Professor William S. Tyler, and came slowly to his decision to found a preparatory school of high grade. He chose to call it an English College. He was not a wealthy man in 1840. His accumulation was begun, but it was not large. He had only sixty thousand dollars that could be thought available for the purpose, and some of this was needed for the conduct of his business. He gave in the beginning thirty thousand dollars. This was

increased before expiration of the second year of the life of the school, and increased thereafter from time to time, until at his death he had given in all more than a quarter million. To this he made addition by his will. Meantime he was doing for Easthampton in other ways. In 1837 he was a large giver toward erection of a new house of worship, the building now occupied by the First Church. He was the largest contributor toward building Payson Church, and toward rebuilding after the first fire, and rebuilding after the second fire, and repairs after falling of the steeple. He aided largely in building the Methodist church, when a third Protestant church became necessary; and when a Catholic church was needed, he gave generous assistance to that people. His charity began at home, but it did not remain at home. He was an early benefactor of Amherst College, and for thirty-three years a member of the board of trustees, giving as freely of his time as of his money. He founded two professorships, and a half of a third, and one of the college buildings bears his name, because he gave the money which made it possible. In these later years greater fortune and larger gifts have come to that college. But there was a time when the college was poor, its funds scant, its friends few and its life in doubt. Then was the time when the gifts of Samuel Williston were large, although in comparison with others they now seem small. It has been told so often without being disputed that it may safely be repeated, that when it was proposed to close the college because of its low condition, and when, in order to prevent that, the



professors offered to continue at work, and be satisfied for the year with a division of the net income, whatever it might be, Mr. Williston took upon himself the responsibility to see the institution through. He was not rich. He was promising what he did not have. But with his pledge made, he came home, worked hard, planned carefully, lived frugally and redeemed his pledge. He did the same more than once for Williston Seminary. He trusted that God would see him through, and his faith was justified. He was a counselor of Mary Lyon in the beginning of her enterprise, and Mount Holyoke Seminary — now grown to a college — had in him a constant friend and helper, a trustee and benefactor. Colleges for women abound now, and all are crowded, and men of wealth lavish their gifts upon them. But the sun did not always shine thus. There were days of prolonged cloud. Now the work of architect and landscape gardener is offered on many college grounds. But there were times when the gate lacked a hinge, let alone the condition of the yard inside. In that day Samuel Williston, the pioneer, was at the fore. He was a benefactor of Iowa College, and one of his sad reflections in his last years was that the loss of his property made it impossible for him to do what he had purposed to do for that institution and others like it. He served as one of the first trustees of the State Reform School under appointment of the Governor and Council. He served for a time on the governing board of the Perkins Institute for the Blind. He was a corporate member of the American Board of Commissioners for Foreign Missions, and

worked and planned for schools and churches in lands less favored than ours. Public mention has been made more than once of these well-known services for chartered institutions. But help went from people such as he was in ways which remain unknown because they cared not to have them known. Schools, churches, charitable societies, found in them fostering father and fostering mother.

During all this Mr. Williston was not rich. This fact caused a method of conducting his business which business men have disapproved. He would draw out at end of year or quarter all the earnings of a mill, leaving the treasury empty, and necessitating a loan in order to meet the expenses of the business in the ensuing weeks. But in his opinion it was not poor business. If it had been thought so, he would not have done it. What men commonly spoke of as business was with him only a part of his business. In one part he was himself a producer of values — making the world richer because he was creating values where there were no values before. In the other part of his business he was laboring with others in the making of men who should themselves become producers of new values. The latter was the more difficult and more necessary, and therefore the greater task. The demand was incessant, the Macedonian cry was never still and Mr. Williston always heard and heeded it.

Mr. Williston served his church on its various boards. In the by-laws of the Payson Church, of which it may be said he was the founder, he caused to be written that no debt should be incurred beyond



EMILY GRAVES WILLISTON





the available means of the parish to pay. While he lived he saw to it that this was obeyed. He believed the blessing of God would be withheld from a church that was slack in business and shiftless to dishonesty. He served his church spiritually. For many years he was on the board of deacons, and he was faithful not only to the demands of that office, but to what he conceived to be the larger demands of church membership. He was always in attendance upon church services until ill health and increasing infirmities of age prevented. After the construction of railroads made it possible for him to come home from New York in a half day, he would leave that city on a Thursday, in order to reach home in time for the mid-week meeting. On Friday morning he would return to the city to complete his business. He served his town as a freeman should who receives from that town protection and aid. He served his state in both halls of the Legislature — one term in the lower house and two terms in the Senate. He was a member of the House which granted the charter for the school.

No review of Mr. Williston's life would be complete if mention of his religious nature were omitted. He was Christian by birth. By heredity he was a devoted disciple of the Nazarene. He did not formally enter into church membership until he attained man's estate. But from childhood through youth he was a boy and a man of prayer. When at school in Andover he conducted family prayers in the home where he boarded. He was twenty-one years old when he made public profession of his faith and entered into

covenant in Dr. Spring's church in New York. But religion was with him more a practice than a profession. Even his business was the Lord's and he was merely an agent. He regarded his property as given him in trust. When his private papers were examined, after his death, a copy of the following hymn was found in his desk. It is plainly his penmanship and it is the well developed and firm hand of a young, strong man. The sincerity of his life attests that these lines were more than poetry with him. They form his covenant with the Lord, whose he was and whom he served.

Welcome, welcome, dear Redeemer,  
 Welcome to this heart of mine.  
 Lord, I make a full surrender,  
 Every power and thought be thine,  
 Thine entirely,  
 Thro' eternal ages thine.

While he made no pretense or display of his Christian profession, he also made no attempt to conceal it. When he came to church on Sunday everybody was impressed by the fact that Mr. Williston had come to worship God. There was something in his manner, in the way he ushered his family into the pew and took his place beside them, the way in which he stood to participate in the service, or bowed in prayer, which bespoke how deeply he was absorbed in the worship of God. It is known that his house was a house of prayer and he the officiating priest. He revered all sacred things — the Bible, the Sabbath, his personal accountability. He had special seasons of prayer and self-examination, and

he was also accustomed to utter brief petitions when engaged in his daily work. His faith and practice continued when abroad from home. On the occasion of their first visit to Europe he had engaged passage for himself and Mrs. Williston in a sailing vessel bound from New York to England. Steam was not yet in use. The captain of his ship experienced delay in completing his cargo and the week closed with the boat still at the wharf. Word was sent to the passengers on shore that the ship would sail on Sunday. Mr. Williston expostulated, but in vain. Then he ordered his luggage out of the boat, forfeited the passage money and returned to his hotel. He and Mrs. Williston attended church on the Lord's day. He found another ship the next day, bound on the same voyage, and took passage in her. When narrating this experience in after years, he was accustomed to add: "Our ship arrived in England ahead of that captain who sailed on Sunday." If this assertion of New England conscience caused a smile among disbelievers then, as it might now, we note that this man of profound religious faith and unyielding conscience was wanted as corporator and director, and often president, in manufacturing companies, banks, railways, gas and water companies. Stockholders want uncompromising honesty in the management of their properties. Such men are always in demand.

In personal appearance Mr. Williston was tall, six feet at least, strongly built, of large frame but well proportioned. Before age and care had bowed him, he was erect and positive in carriage. His temperate

life gave him good health. His face spoke sincerity and benevolence, albeit it was a serious face. The life within had written those lines upon the face. He was a man strangers would turn to look at again when they met him. He was most painstaking in the conduct of his business, methodical and prudent. When the first button mill was in process of erection and carpenters had followed masons on the walls, he was annoyed by their seeming wastefulness. He sent his gardener to pick up the nails which he saw these men drop, but which they did not descend to recover. Robert worked a half day around the building and gathered a quart of nails. The nails were not worth the half day wage, but Mr. Williston had impressed on all the workmen the wrong of carelessness.

No words more rightly express the ruling principle of his life than these which he wrote in the constitution of his school: "Goodness without knowledge is powerless to do good; knowledge without goodness is powerful to do evil; while both combined form the character that most resembles God and is best fitted to bless mankind."

### **Emily Graves Williston**

Williston Seminary had a second Founder — Emily Graves Williston. She was the child of a farmer in the town of Williamsburg, a town in Hampshire County and neighboring to Easthampton. Her schooling was limited to the common schools of her native town. There were no higher schools for young ladies then existent. "But she educated herself



as life unfolded. She studied arithmetic after she was married, that she might keep her husband's books and accounts; and English grammar, that her language might be worthy of his companionship and suited to their sphere; and Latin, that she might be a companion and helper to her children in their studies. She obtained education from sources available to all, but neglected by some, — from observation, society, reading, reflection, — so that she became a cultured, as she was always a refined lady. She had an alert and observant mind, and she brought from her home habits of industry and thrift, which she turned to good account commercially. But she sought acquaintance with literature and art, the best thought of the best men and women."

The romance of Emily Graves and Samuel Williston, fit to be placed beside the pastoral in the Book of Ruth, has been told; but it needs to be told again, if the characters of the Founders of this school are fully shown and their endowment of the school is rightly estimated. Once upon a time, in an early decade of the nineteenth century, an exchange of Sunday service was arranged between the pastor of the church in Easthampton and the pastor of the church in Williamsburg. Those were days when Sunday observance was strictly enforced throughout New England. No labor which could be delayed or anticipated should be done on the Lord's Day. If a pastor should travel on Sunday to reach an engagement in another town, he would compromise his teaching by performing labor which could have been done on Saturday. Therefore Parson Williston went

to Williamsburg on Saturday in anticipation of his service there. While he was resting in the Williamsburg parsonage on Saturday evening, Emily Graves called with a request. A long-promised visit on a friend in Easthampton had been postponed because of lack of opportunity to go there. She was granted her request that on Monday morning she could accompany the good parson in his chaise on his return home. During this Monday morning ride Parson Williston was interested, increasingly interested, in the manner and conversation of his young companion. She showed intelligent interest in many things in which he was interested and which he thought important. Suddenly the parson changed the conversation and began a narrative for which Miss Graves became a listener. He said he wished to tell her something about a young man in whom he was greatly interested. Then, while the horse was left to pick his way slowly along the country road, the good man, wholly absorbed in his theme, rehearsed much of the life history of his son Samuel. He told about the effort to obtain an education; the final resolve to prepare for the gospel ministry; the going to Andover and the struggle there; the physical breakdown and the sad return home; the weary search for a satisfactory occupation, and the final choice of farming, with its discouraging beginning. The conclusion was that he believed in his son Samuel; that he would ultimately succeed; that whatever his material success might be, he was a good man, and would be a useful man; that he would make a good husband, and a happy home. When

this narrative began, Miss Graves was startled and perplexed whether to protest or refuse mentally to listen. But the simplicity, sincerity, and honesty of the narrator disarmed her. She did not protest and she did hear most that was said. Relief came at a four corners, whence a road led to her friend's house. She thanked her benefactor and parted from him. She afterward learned that when he arrived at home the parson sought early opportunity to tell his son Samuel about his companion on the ride from Williamsburg. He was earnest and positive that his judgment was not at fault. He had found one of the rare young women of the region. He would be more assured for his son's future if he could see him well and happily married. He therefore advised Samuel to seek opportunity to become acquainted with Miss Graves. The advice came from the closest and most sincere friend the young man had, who knew him, perhaps, far better than he knew himself, and who foresaw his future and could plan for it better than he at that time could plan. He sought the acquaintance as his father advised. The acquaintance grew to an intimacy. They were in agreement on the fundamental principles and purposes which should govern their lives. After three years of waiting, to enable the condition of the farm to be improved, and the income from it assured, they were married in 1822, when he was nearing twenty-seven years of age and she was two years his junior.

There was no money for a wedding journey. He had gone to Williamsburg in his father's chaise. They were wed at her home, where they partook of a

breakfast which she had herself prepared and which she served. They came to Easthampton in the family chaise, and continued beyond the hamlet to the base of Mt. Tom, where a spring of water, locally noted, clear and cool, issues from the rocks. A grove of trees at that time added to the charm of the place. Here they ate the lunch which they had brought with them and talked of their future plans. Then they came to the parsonage, where their home was to be for twenty-one years. The daughters of that parsonage went forth to make homes for themselves and Emily Graves became in their stead a daughter loving and beloved. There came a time when Parson Williston was left widowed and alone and then he in turn was received into the home of his son, to be tenderly cared for during his declining years. In the years succeeding their home coming, on the anniversary of their wedding day, Mr. and Mrs. Williston went to the Mount Tom spring, taking a lunch which the wife had prepared. There they ate their lunch, drank of the spring, and talked of the days that had gone, of the Providence that had cared for them and of the life that remained for them. No business engagement or demand was permitted to interfere. Only inclement weather or illness prevented the observance, with its renewal of the sentiment which gave to their united lives their strength and value. After Mr. Williston's death Mrs. Williston continued, as long as her strength permitted, on the return of the wedding day, to go to the grove hallowed with memories, and there, leaving her attendant at the entrance, she went, attended only by



the presence she felt but could not see, to the place of holy communion.

This narrative has given in detail some main facts in the lives of Samuel and Emily Williston, because the knowledge of the facts will give a truer picture of the New England home than some are wont to paint. It helps to a better understanding of the New England conscience which obeyed the law of the Old Testament, but interpreted that law as it was interpreted by the Messiah. Much of the interest in and devotion of friends or companions for each other may be the language of compliment. But has romance or poetry any words which more truly speak the heart union of husband and wife, the sacred association of home and allegiance to all vows past and duties present, than this practice of Samuel and Emily Williston?

Life in that parsonage was brighter because of the entrance of Emily Graves, but bread was just as dear and as hard to get. They all worked hard and were content. Then the door of opportunity opened, or was opened, by the rare person whom Parson Williston found and on whom he placed approval. Buttons for garments worn by either men or women were made at that time in New England by covering wooden button-molds, the outer segments of a small sphere of wood, with cloth. Williamsburg had been a center for the manufacture of these button-molds, and Emily Graves in her early home had covered many of them. In the Easthampton home she filled her spare hours with this employment, in order to bear her part in the maintenance of the family and

provide herself with means for her own benevolences. The suggestion for improving her product came unexpectedly. It was customary then for a clergyman when abroad to be helped on his way by entertainment in the homes of brother clergymen. Such a guest was received in the Easthampton home and welcomed to the prophet's chamber. He was a man of grand manner which bespoke his unusual station and claimed recognition of it. The quick eye of Mrs. Samuel noticed also that the fine cape overcoat which he wore was furnished with buttons of a style and manufacture unknown to her, and she resolved to become possessed of the information these buttons might give. When the family separated for the night she was detained, as she said, by duty in the kitchen, in preparation for the morning meal. With this work done, she took the coat of the grand gentleman into the kitchen, cut one of the buttons from the garment, picked it in pieces, and learned of what it was made and how put together. Then she remade the button, put it in place again, and returned the coat to the hall. She had worked far into the night, but when the guest went in the morning, he left behind the knowledge of an English machine-made button.

Mrs. Williston lost no time in putting her knowledge to use. She gathered the necessary material, prepared it, and made a score or more of buttons. For the material for covering the buttons she cut her wedding gown, the first and only silk dress she had owned. She took the buttons to Northampton, and offered them for sale in the store of Josiah Dwight Whitney, her brother-in-law and father of the

famous Whitney sons. It chanced that President Humphrey of Amherst College was there, bargaining for a suit of clothes, and at Mr. Whitney's suggestion he accepted these buttons to be used on his coat. Professor William Tyler, in his commemorative discourse, remarked that this first sale of Williston buttons was the beginning of Mr. and Mrs. Williston's connection with Amherst College, a connection which afterward became so intimate and important. Encouraged by this approval of her work, Mrs. Williston bought material of Mr. Whitney and made a gross or more of buttons. These were sent to Mr. Arthur Tappan, then a prominent merchant in New York. Mr. Tappan promptly ordered twenty-five gross. Then Mr. Williston turned from farming to the manufacture of buttons and the industry which grew to such proportions was established.

In this and in the industries which followed Mrs. Williston bore a full part. The venture into making spool cotton thread alone not only failed to meet her approval, but was undertaken in opposition to her earnest advice. She had part in all his plans for benevolence, and the gifts were hers as truly as they were his. She survived her husband eleven years and during that time she was the lady bountiful of the town. Her gifts built the Public Library and the parish house of the Payson Church, endowed the Village Improvement Society, and gave the Seminary her homestead.

The benevolence of Mr. and Mrs. Williston went far afield and blessed remote lands. As estates were reckoned in their time, they were wealthy, but other

standards obtain now. They gathered slowly and by hard toil and great economy. They gave bountifully when the object they were asked to aid was approved by them. They gave not thoughtlessly or wastefully, but intelligently and prudently for lasting results. It is estimated that the total of their gifts aggregated one million dollars. This is a large proportion of the greatest amount they possessed in their most prosperous days and it exceeded the estimate of which they died possessed.

During the seventy-five years of the life of the school Mr. and Mrs. Williston have been its greatest benefactors. Their gifts exceed in amount the combined gifts of all other friends. But they endowed the school with what money cannot buy, but which, when added to money, or represented by it, becomes an endowment which in largest meaning deserves to be called security. They believed in prayer, in a personal God who hears and who cares, and they endowed the school with their prayers. They endowed the school by their example in the life they lived, industrious, frugal, charitable, honest and honorable. New England has been blest with other lives like theirs. Such lives have made the commonwealth, for in such lives the truest common-weal is found.



## CHAPTER III

### THE BEGINNING

**A** REVIEW of the schools in Old Hampshire shows the condition of those institutions at the beginning of the fifth decade of the nineteenth century. There were many private or proprietary schools, but they had no support excepting fees from patrons, and these schools were therefore obliged to provide the instruction which those patrons sought and for which they were willing to pay. There were a dozen or more academies, no one of them having endowment exceeding or even equaling ten thousand dollars, and being dependent upon contributions from friends and the small tuition fees of pupils, they were hindered in their efforts to satisfy the increasing demands of education. Public free schools, supported by taxation, were everywhere and were doing excellent work in the primary and grammar grades. Public high schools were to be found only in a few large towns. The work of Horace Mann, and his associates and successors, was in the doing. It was not yet done.

This condition doubtless attracted the thought and interest of many, for New England has never been indifferent toward the proper training of the young. But one man, after four years of thought, decided to act. He was a citizen in the smallest town

of the smallest county of western Massachusetts, and his fortune at that time was not great, probably less than the fortune of many another in the region.

The purpose to found an academy of ampler resources was made known in a series of letters signed "Old Hampshire" and published during the winter of 1841 in the *Hampshire Gazette*, a paper published in Northampton, and now the oldest newspaper in continuous existence in western Massachusetts. The authorship of these letters was never publicly acknowledged, but upon sufficient authority it is believed they were written by William S. Tyler, the personal friend and adviser of the Founder. Professor Tyler was a member of the Amherst College class of 1830, and was soon thereafter made a member of the faculty of that college, where, as professor of Latin and Greek, and later of Greek, he served the cause of education long and most efficiently. These letters may be said to constitute an apology for the intrusion of another institution to be devoted to the cause of sound learning.

The first letter appeared January 20, 1841, and its theme is indicated by the opening sentence: "The question has been somewhat agitated of late in the newspapers, why so large a proportion of our young men enter college only half fitted." The letter continues that the question is pertinent. "Ask the president or the professor of languages in any of our New England colleges, and he will tell you that the freshman year is almost entirely consumed in teaching those grammatical forms, facts, and principles in the Greek and Latin languages which might and ought



PROFESSOR WILLIAM SEYMOUR TYLER  
Trustee 1841-1897.





to be perfectly mastered in the preparatory school: and throughout the subsequent years of the college course the professor labors under the constant disadvantage of having to teach out of time and out of place what never will, and I had almost said never can, be learned after leaving the academy. Thus the classical course in college is reduced from four years to three; and what is worse, the student leaves the college disgusted with a study which has been nothing but rummaging grammars and lexicons from beginning to end, and if he does not sell his classical books before he leaves the college walls, he never opens them afterwards." This is then contrasted with the scholarship of Great Britain and other European countries and its adverse effect upon our literature and the professions is noted. Then follows the inquiry how this is to be accounted for. "The chief, and for the present, a sufficient reason may be found in the character and state of our preparatory schools. Is there a single academy in the old counties of Hampshire and Berkshire that furnishes anything like an adequate provision for preparatory education? If there is, I know it not." This is not spoken in censure of these schools. "They do the best they can with the means that are afforded them. The funds are too small, the teachers too few, the scholars too many, the classes too numerous, and the studies too various and mixed to attempt even an approach to perfection." Then follows the suggestion that this defect might be remedied by concentration of effort, by uniting three or more academies in convenient centers, combining their financial resources and teaching

force. "But there is no hope of such a union. And it only remains that a new institution must be established of a very different order — an institution with large funds, permanent teachers of high classical attainments, three, or, at most, six classes, all pursuing the three years' course — a school uniting the purest and best moral and religious influences with the most ardent and well-directed pursuit of classical training."

The second letter appeared on January 27, 1841. In this the writer argued more at length that this needed academy should be called and deserved to be called the Hampshire Classical Academy. "I do not say that it should be exclusively classical. But it should be chiefly a classical academy; and that for the obvious reason that such is the great desideratum in this region. The English Department is the main thing in all our existing academies. No interest is ever well attended to while it is in point of fact and in point of feeling a secondary interest." The letter develops this thought at some length. "And now, having laid so much stress on this point, I am prepared to admit that it need not be exclusively classical. Indeed, an exclusively classical academy would not be so well adapted to our part of the state, where our towns are not large enough nor our population dense enough to have two or three academies of different kind in the same place. And if this be so, there will be a great convenience (not to say absolute necessity) in the union of the English Department with the Classical Academy." This is then urged as a necessary provision for those who are preparing for

the classical course in college, as well as for those who are not. The letter then notes the great demand for teachers in common schools and the lack at that time of any provision for training such teachers. In order to satisfy the educational needs of western Massachusetts, therefore, it is urged that this new academy should have a Normal Department for the training of teachers. These three departments, therefore, would make the school adequate.

The third letter is dated February 3, 1841, and is devoted to the question of teachers and the duties to be assigned. "I now proceed to insist upon another feature, *viz.* a sufficient number of permanent, able and devoted instructors. It is the instructors that make the seminary, not the place, or the site, or the buildings, or the apparatus." The letter dwells upon the mistake which had been made in some cases of lavishing funds on buildings, and upon the mistake of permitting frequent changes in teachers. The academy teacher should have a tenure as secure as the college professor has. It is maintained that a genuine professional enthusiasm is increased rather than diminished by repetition. "Garrick used to say that Whitefield, with all his supposed spontaneous eloquence, never preached a sermon of perfection till he had preached it thirty times." Hence the importance, if teachers are to be permanent, that men of high enthusiasm, as well as high attainments, be selected. "One such teacher in the Classical Department is essential to the success of the academy. A second, who would devote himself with similar ardor and constancy to English studies, is

wanted in the English Department. Then we must have a permanent principal, uniting classical taste and general scholarship with comprehensive views, sound principles, and practical wisdom, to preside over the whole, and give instruction to one or more of the most important classes." The rest of the letter contends for adherence to a fixed curriculum in order that classes may be limited rather than multiplied, and the strength and time of the teachers be not dissipated and wasted, or used to small purpose.

The fourth letter is dated February 10, 1841, and is given to brief discussion of the length of the course of study and the cost for the pupil. Three years, it was claimed, should be the length of the course, and certificates should be given to those only who had completed the prescribed course. The colleges, if they do justice to themselves, would refuse to receive any applicant who could not bring such testimonial. Three years, it was claimed, would give sufficient time to satisfy the entrance requirements of the best colleges as then existing, and if the academy teachers would dissuade their best pupils from attempting short cuts, all colleges would soon accept this arrangement. Another essential requisite, it was said, was economy of cost. The academy should be endowed, and tuition fees should therefore be less than the cost of instruction. Pupils should be encouraged to practise economy in personal expenses. Meals should be provided at the lowest rate consistent with cost of wholesome and nutritious food. "My memory recalls a body of young men in college, young men too from good families, and of superior scholar-



ship, who boarded at seventy-five cents a week through their whole college course. Their board was good, palatable, and wholesome."

The fifth letter, under date of February 17, 1841, deals with funds. "Without more funds than any academy in our section of the state possesses, this school would not wear any of the features, it could not answer any of the purposes we have been considering, and it would sink to the common level of purely local schools." "The funds should be bestowed, not with the design of raising an income, but from motives of public spirit and Christian benevolence." "We want an institution richly endowed by some man or men who will seek no other reward than the pleasure of doing good." Then the letter considers the use of these funds. The building should combine health, comfort, neatness, and economy. The less money laid up in mere brick and mortar, the better. The dormitories should be rented free, except so far as may be necessary for ordinary repairs. A boarding-house should be provided free of rent, and the students pay for cost of food and its preparation. The chief demand upon the funds should be the adequate support of the teachers. "The perpetuity and prosperity of the Institution depend on its ability to support an able board of instructors, notwithstanding an occasional diminution of patronage." The letter then suggests that the enterprise would cost from thirty-five to fifty thousand dollars.

These letters evoked discussion, mostly from those who opposed the venture. But the purpose of their publication was not academic discussion. On Febru-

ary 22, 1841, an act of incorporation was granted, in words following:

"Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows:

SECTION 1. Samuel Williston, Heman Humphrey, Emerson Davis, John Mitchell, William Bement, Luther Wright, Jr., and John P. Williston, their associates and successors, are hereby made a Corporation by the name of the *Williston Seminary*, to be established in Easthampton in the County of Hampshire, with all the powers and privileges, and subject to all the duties and restrictions and liabilities set forth in the forty-fourth chapter of the Revised Statutes.

SECTION 2. The said Corporation may hold real and personal estate to the value of fifty thousand dollars, to be devoted exclusively to the purposes of education."

This document bears the names of George Ashmun, Speaker of the House; Daniel P. King, President of the Senate; and John Davis, Governor — "Honest John Davis." Of these incorporators Samuel Williston was to be the Founder of the school, and was a member of the Legislature which passed the act. John P. Williston, his brother, was a business man in Northampton; Heman Humphrey was president of Amherst College; Luther Wright was a fellow-townsmen of the Founder; the other three were pastors of local churches; Mr. Davis in Westfield, Mr. Mitchell in Northampton, Mr. Bement in Easthampton.

The act of incorporation gives the name of the academy and its location. These had been matters of conference among the friends of the new school.

In the letters which "Old Hampshire" sent for publication to the *Hampshire Gazette* the proposed academy is always spoken of as Hampshire Classical Academy, or Hampshire Seminary, or College. It is to be inferred that when those letters were written (early in the winter of 1840-1 probably) final decision regarding the name had not been made. What influence led Mr. Williston to attach his family name to the school we know not, but he had abundant precedent for so doing. Schools and colleges in New England have been more often named for benefactors or for families than for towns, or for illustrious men of a former age. The school is no less a public institution because of its name, and deserves no less the support and aid of the friends of education. It is known that the choice of a location for the school was a matter of earnest consultation. Influential friends advised that the school be located in Northampton or Amherst, or some other town then prominent. Easthampton was the smallest in area among the towns of Hampshire, and in 1840 its population was less than 750. It was a small hamlet bordered by farms. The school would acquire more prestige, if located in a larger town, was the contention. Mr. Williston wavered, but the earnest and constant plea of Luther Wright, Easthampton born and a boyhood friend, confirmed Mr. Williston in his first intention. He decided to place the school in his native town.

The incorporators met at the residence of the Founder March 18, 1841 and organized by electing Mr. Williston president, and choosing Luther Wright as principal. At that time, or soon after, addition

was made to the Board by electing William Bowdoin, Mark Hopkins, and William S. Tyler members. Mr. Bowdoin was a business man, Dr. Hopkins is widely known as president of Williams College, and Professor Tyler was then and for many years subsequently connected with Amherst College.

The corner-stone of the first building was laid on Mr. Williston's birthday, June 17, 1841, by Rev. Payson Williston, the father of the Founder, and at that time in his seventy-eighth year, the venerable pastor-emeritus of the Easthampton Church. There was singing of Old Hundred and prayer, and then adjournment was had to the church, where an address was delivered by Rev. Emerson Davis of Westfield. The address was mainly an answer to objections which had been presented against the establishment of another academy and a defense of its purpose and plan. "There are in the Old County ten incorporated academies, and two or three flourishing institutions that are unincorporated. Four of them are in a languishing condition, either for want of funds, or because the religious sentiments of the trustees are at variance with those of the surrounding population on whom they must chiefly depend for support. It may be proper on this occasion briefly to explain the object of this institution, and to show it is needed." Then the address gives the number of children of school age in Old Hampshire as 25,000 and the number who will annually attend academies as 1400. The number actually attending did not exceed 1200, and five institutions gathered four-fifths of these, — Westfield, Monson, Amherst, Wes-



leyan, and Mount Holyoke. Even should the number of pupils be small, this new academy could exist, for its fund would sustain it. Yet the income from that fund was only nine hundred dollars, and therefore the school could not be free. The salaries of the teachers would exceed fourteen hundred dollars, and there would be other necessary expenses. The address then explained and approved the proposed course of study, especially that part which gave prominence to the study of Latin and Greek. Four reasons were given for the superiority of Latin and Greek as culture studies. 1. They are most fully adapted to train the pupil in formation of the habit of making nice distinctions. 2. They afford mental stimulus through a succession of beautiful images and portrayal of human passions. 3. They develop desired command of language. 4. They offer understanding of our national literature. The address closes with a peroration on the heredity of the people of New England, and the value of the characteristics developed by the toil required to till its fields and direct its industries.

A note was appended to this address by the trustees, in which they explained that the English Department of the school was not to be subordinate to the Classical Department, but co-ordinate with it. That the school would begin with three teachers, and more would be added as they were needed.

This first building was built of wood, and on July 1 the frame was raised by a general meeting of the citizens of the town, with religious exercises and popular rejoicing.

On December 1, 1841, the completed building was dedicated. An address was delivered by President Mark Hopkins. The theme of this address was "Education, its Purpose and Means for Attaining that End." The right purpose of education, it was contended, is not increase of individual happiness, nor greater facility to acquire property, nor giving to its possessor a better relative standing among his fellow-men. Each of these is incidental, — a means, not an end. The right purpose of education is the expansion through true culture of the mind of man. This contention was elaborated with some detail. And then the speaker asked, How is this purpose to be attained? No change was needed in the existing general system, *viz.* common schools, then efficient higher schools, then the colleges. The common schools were doing sufficiently good work, but the system needed strengthening in the higher schools, the academies. Here especial emphasis should be given to the study of language, including the ancient classics. He argued for the continuance of Latin and Greek in the school curricula for four reasons: 1. Because knowledge of these ancient languages facilitates knowledge of modern languages. 2. Because of their value in teaching exactness of speech. 3. Because of their value as standards of taste. 4. Because of the reciprocal influence of language and thought. The more precise the expression of thought, the clearer the thought to others and to the man himself.

Then the speaker turned to approve the changed estimate of science. He dwelt with emphasis upon

the utility and grandeur of the physical sciences and the importance of the study of the world of mind. He held that if more prominence is given to physical and mental science, the result need not be neglect of language study. Then, like all sane educators, he gave pre-eminence to moral and religious instruction, including the study of the Bible and ethics based thereon. The peroration commended Williston Seminary to the people as an honest endeavor to meet the demands of education as outlined and expressed confident hope in its success. The trustees of the new school affixed a prospectus as an appendix, in which the organization of the school was explained, the subject to be taught, the teachers, the care of pupils, the cost of tuition and room and board. It was repeated that the school was authorized by its charter to hold personal and real estate to the value of fifty thousand dollars, and that Mr. Williston had already expended twenty-seven thousand dollars, of which fifteen thousand dollars was invested as an endowment fund.

The words of others, spoken for the new academy and the cause it was to serve, have been reported or interpreted in these pages. Let Mr. Williston's own words be given, to complete the account of the beginning of the school. He prepared and signed a constitution for the school, and in conformity to his instruction this is read every third year in the annual meeting of the Board of Trustees.

"Believing that the image and glory of an all-wise and holy God are most brightly reflected in the knowledge and holiness of his rational creatures, and that the best

interests of our country, the church and the world are all involved in the intelligence, virtue and piety of the rising generation; desiring also, if possible, to bring into existence some permanent agency, that shall live, when I am dead, and extend my usefulness to remote ages, I have thought I could in no other way more effectually serve God or my fellow-men than by devoting a portion of the property which he has given me to the establishment and ample endowment of an Institution for the intellectual, moral and religious education of youth. Adapting the Institution to the existing wants of the community and the times in which my lot is cast, I have designed it to be neither a common Academy or an ordinary College, but a Seminary of intermediate grade, which shall combine all the advantages of a Classical Academy of the highest order with such other provisions as shall entitle it to the name of an English College, and which shall be sacredly consecrated with all its pecuniary and moral resources to the common cause of sound learning and of pure and undefiled religion. Gratefully acknowledging the goodness of God in conferring upon me means and sparing my life to see the Seminary already in successful operation, and devoutly imploring His continued blessing to perpetuate and increase its usefulness even to the end of time, it now only remains for me to express in due form my wishes for the guidance of those who are or may be entrusted with the management of its concerns.

“Agreeably to the above statement of its design, the Seminary shall comprise two departments, a Classical and an English Department.

#### “OF THE CLASSICAL DEPARTMENT

“Attaching great importance to the formation of good intellectual and moral habits, as well as the acquisition of



a minute and thorough knowledge of the elements of the English, Latin and Greek languages by those who are in a course of preparation for College, the establishment of a Classical Academy in the valley of the Connecticut has been to me, for many years, the subject of much anxious and prayerful solicitude, and this has been a primary object in the founding of Williston Seminary. It is, therefore, my wish, that the young men who repair to it for the purpose of fitting themselves for College, may be *thoroughly drilled* in all the preparatory studies, particularly in the *elements of accurate scholarship* in the *Latin and Greek Languages*, and at the same time *faithfully disciplined* in all those *habits*, not only of study, but of thought, feeling and action, which are so easily formed at this early stage of their education, and yet so likely to follow them in all the intricate windings of their pathway through life, and even down the trackless ages of eternity.

"It is believed that three years may advantageously, and should usually, be spent in studies preparatory to College, and it shall be the effort of the Trustees and Teachers to encourage by all suitable means the completion of a regular course of three years. To this end, certificates of graduation shall be given by the Principal to those students, and those only, who shall have completed the entire course to his satisfaction, and at the same time have maintained an unblemished moral character. Certificates may be given to others, but they shall certify only to the moral character and actual attainment of the individual student.

"It is expected, moreover, that the standard of attainment in this Department will be elevated from time to time, as the standard of Classical education rises in our best Colleges, and in the literary community. It is also my particular desire, that the Teachers examine the

pupils of the Classical Department as to their attainments in the branches of a common English education, and, if they be found deficient, supply the deficiency. Bad orthography, bad penmanship or bad grammar — bad habits in any of the rudiments — if they be not corrected in the preparatory school, will probably be carried through College, and not unlikely extend themselves to other studies and pursuits; whereas, the habit of doing everything well, so far as he goes, will likewise follow the student as long as he lives, and give completeness to whatever he does, and therefore cannot be too earnestly inculcated by the Teachers, or too carefully cultivated by the students.

#### “OF THE ENGLISH DEPARTMENT

“As already intimated, it is my wish, that whenever the community are prepared to sustain such an Institution, the English Department of this Seminary shall assume the rank of an English College, in which all the branches usually taught in our Colleges, the Greek and Latin Classics excepted, shall be taught as in College, with a two-fold reference to the discipline of the mind and the inculcation of useful knowledge. This would require a regular course of study, which should extend over probably three years, and to which students should be admitted only on condition of passing a satisfactory examination in the several branches of a Common School Education. But as the community seem not yet to be fully prepared for such a course, I can only enjoin it upon the Trustees, to bear it ever in mind, to execute the full design when they can, and if it prove to be wholly impracticable, to approximate as nearly to it as possible.

“My object in connecting an English Department with the Classical has been, partly, to supply as afore-

said the deficiencies in the English education of the Classical students, but chiefly that those who intend to pursue the various occupations of business, and have not the time, or the means, or the inclination to go through a regular Collegiate course, may obtain a better discipline and a wider acquaintance with the various branches of science and English literature than are now placed within their reach. The design therefore embraces ample instruction in English Grammar, Geography and Arithmetic, together with Reading, Writing, Orthography and Orthoëpy; in Rhetoric, Logic and Intellectual and Moral Philosophy, and in the several branches of Mathematics and Natural Science. Having made liberal provision for the illustration, by apparatus, of the Natural Sciences, and believing them to be admirably suited to the purposes of mental and moral discipline, and particularly adapted to enlarge and elevate our conceptions of the works and ways of God, I desire that *special* attention should be paid, both by Lectures and Recitations, to *Natural Philosophy, Astronomy, Chemistry, Botany, Mineralogy and Geology*. And I would have them always taught in their proper relation to Natural and Revealed Religion, which they so strikingly illustrate.

“Nor can I omit to mention here Sacred Music, particularly Vocal Music, as a branch, which I would have always taught by a well qualified Teacher, and would have every pupil urged to cultivate, as an important means at once to improve the voice, to refine the feelings, to assuage the passions and to soften the heart.”

Thus far for the ideal and purpose of the school. What follows relates to matters of detail. The Board of Trustees should be kept twelve in number, and vacancies were to be filled by election of the acting members. The principal and permanent

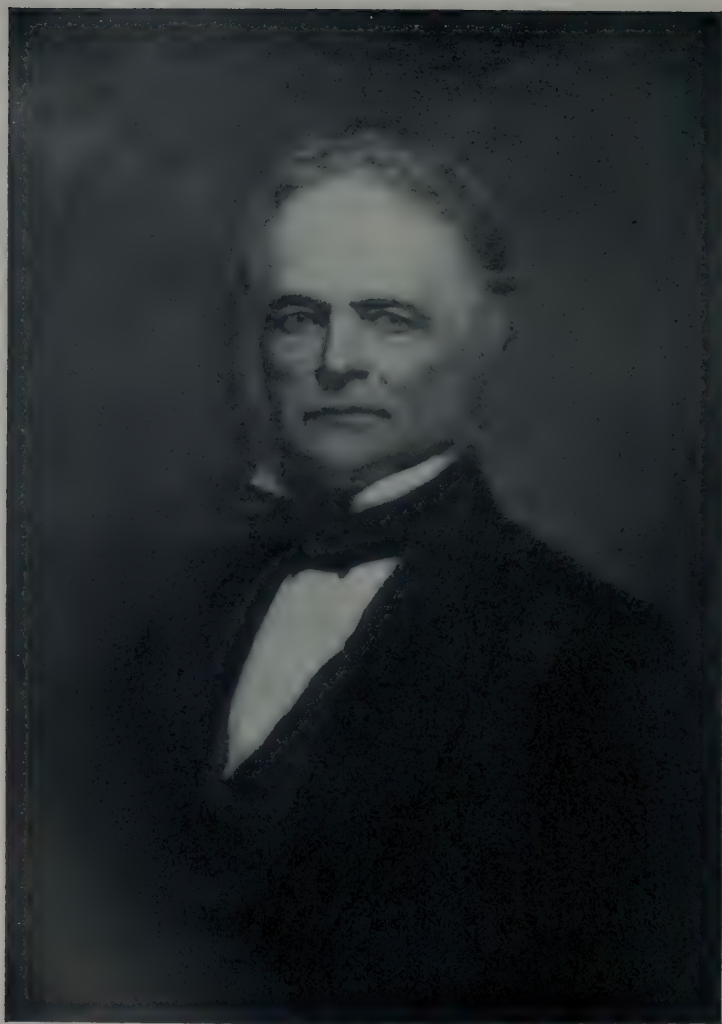
teachers must be "professors of the Christian religion and men of reputed piety, of exemplary manners, of good natural abilities and literary acquirements, apt to govern and to teach." Then follow directions for care of the buildings and grounds, of the boarding-house, of the apparatus and library, and of the funds. It closes with an earnest paragraph upon the moral and religious character of the school.

The school was to admit both sexes. Mr. Williston had been an adviser and co-worker with Mary Lyon in the establishment of Mount Holyoke Seminary, for the higher education of young women. He was a firm advocate of the equal rights of the sexes in matters of education, but the constitution contained the provision that if, in the future, it seemed no longer necessary to admit young women, because their education was sufficiently provided for otherwise, and the trustees and teachers thought the change advisable, the school should cease to be co-educational.

The school was opened for the reception of pupils on the morning of December 2, 1841.







*From a portrait by Parker*

LUTHER WRIGHT

## CHAPTER IV

### LUTHER WRIGHT, PRINCIPAL

**L**UTHER WRIGHT was born in Easthampton, November 24, 1796. He was therefore a boyhood friend and schoolmate of Samuel Williston. He obtained the education which was denied Mr. Williston. He graduated from Yale College in 1822. After two years as principal of an academy in Maryland, he returned to New Haven in 1824 for a course of study in theology. He continued his studies while serving as tutor in the college, 1825-1828. In 1828 he was licensed to preach, but the call for his continued service in education proved the stronger call. He was elected Professor of Latin and Greek in the Military Academy in Middletown, Connecticut; but this institution was removed to Norwich, Vermont in 1829; and then he had part in establishing a classical school in Ellington, Connecticut. In 1833 he was elected principal of the Leicester Academy, where he remained until 1839, when he returned to Easthampton to become, with others, adviser of Samuel Williston in maturing and executing his plans for the employment of his benefactions. Mr. Wright's influence prevailed for the location of the school, and he was chosen principal upon the organization of the Board of Trustees in March, 1841. He gave his personal attention to the erection and furnishing of

the first building. He considered that an essential part of the conduct of a school was a room where all pupils could and should prepare all their lessons in presence of a teacher. Mr. Williston thought Mr. Wright's plan for the size of this room very bold, but yielded to the principal's advice and furnished the room with one hundred desks. When compared with the more modern school furniture, these desks, made by a local carpenter, are most ample in size and amount of material used in their construction.

On the opening day ninety pupils were enrolled, and soon the schoolroom was inadequate. The total enrolment for the first school year was 191, 63 in the Classical and 128 in the English Department; 138 young men and 53 young women; 171 from the towns of "Old Hampshire" and 20 from more distant places; the states, New Hampshire, Connecticut, New York, and Pennsylvania being represented, together with Canada and the Sandwich Islands. The school increased rapidly in numbers. The second year had an enrolment of 276; the third year, 334; the fourth year, 408; the fifth year, 542; the sixth year, 453; the seventh year, 418; the eighth year, 376.

The friends of the school were right in assuming that western Massachusetts needed and would welcome a school furnished and endowed more amply than were any that existed in "Old Hampshire" at the beginning of the fifth decade of that century. During the first five years of the Seminary's existence 95 per cent of the pupils were from New England (nearly all of them from western Massachusetts),



60 per cent were from Hampshire County, as it was mapped in 1840, and 30 per cent were from East-hampton. As public high schools were developed, this local patronage declined, and the growth of Mount Holyoke Seminary reduced the number of young ladies. During the second five years, the percentage from New England had fallen to 90, and the percentage from Hampshire County to 33.

It was plainly impossible to place so many pupils in a schoolroom seating one hundred. This is explained in part by the change in the personality of the student body from term to term. Mr. Wright left no complete record of term attendance, but he issued four catalogues, giving fall term attendance. The first, in 1842, has enrolment of 153; the second, in 1844, has 186; the third, in 1845, has 245; the fourth, in 1847, has 199. To meet the demand for increased accommodation a second building was erected in 1843-1844, and opened for use in the fall of 1844. A schoolroom was provided in this building. The work in Natural Philosophy and Chemistry was removed to rooms prepared in the new building, and this gave opportunity for a schoolroom for the young ladies; and henceforth, so long as they were admitted to the Seminary, they were kept as separate as was practicable. Increased dormitory accommodation was provided in the new building, but the school never had a dormitory for young ladies. They were placed for residence in private families in the village. The hall, built in 1843, was constructed of red brick, and still stands, now having the name Middle Hall.

It is doubtful whether any other New England Academy has had a growth in attendance during its first five years so rapid and so large as Williston Seminary had. This was due to the belief that it offered opportunity that had not been offered before and also to the low rate of charges which placed this opportunity within reach of so many. In the beginning the school year was divided into four terms of eleven weeks each. No fixed schedule of studies was announced or adhered to, but the classes were organized to satisfy the changed demand with each new term. The charges per term for tuition were \$3.50 for lower English; \$4 for higher English; \$4.50 for foreign languages. The rates for room rent in the school halls were \$1.50 per term for first-class rooms and \$1 for second-class rooms. This announcement also appeared in the early catalogues: "A suitable tenement has been fitted up where those young men who choose may obtain their board at cost. The cost, it is presumed, will not vary much from \$1.10 per week. Any who prefer to do so can have, in private families, board, rooms, washing, lodging, lights and fuel, at \$1.50 to \$2 per week." These rates placed the school within the reach of all, and pupils came from the farms and shops, the hamlets, the villages, and sparsely settled rural districts. Whatever service Williston Seminary, and the people of Easthampton in co-operation with it, have done for education, no service has been more timely than was the service given from 1840 to 1850.

The service offered by the school in these first years was low in cost, but was not cheap in quality.

Luther Wright was a teacher of varied experience in college and preparatory schools. He was at the height of his power when he assumed the leadership of the Seminary. A man of dignified presence, mindful of what was due to his profession, and what was demanded from it, a forceful and exact drill-master, a schoolmaster of the old school, known at his best in his generation.

With him were associated the following instructors: David M. Kimball, A.M., was teacher of Mathematics, Natural Philosophy, and Astronomy. He was a graduate of Union College in 1838. He began his service in Williston at the opening of the school in 1841 and continued until the summer of 1848. As a teacher he held the confidence of his pupils, and they left his classroom with valuable acquisition for the time passed there. After leaving Williston he taught in Brattleboro, Vermont, Westfield, and Chicopee. With health impaired he retired to a farm in West Brookfield, Massachusetts, where he died in 1857. Richard S. Storrs, Jr., M.A., a kinsman of the Founder, was a graduate of Amherst College in the class of 1839. He taught Mental and Moral Philosophy, Rhetoric and Chemistry, 1841-1843. He is best known for his long pastorate of the Church of the Pilgrims, Brooklyn, N. Y. Miss Clarissa L. Wright, a sister of the principal, had supervision of the young ladies, and taught French and English Grammar. With these were associated Colonel Asa Barr, teacher of Sacred Music, in his time the most widely known teacher of psalmody in western Massachusetts; and Horatio Brown as

teacher of Penmanship. These constituted the board of teachers during the first year of the school.

At the close of the year Miss Wright resigned, to become the wife of Rev. Charles Lord, and with him to assume the duties of a pastorate. The number of teachers was increased by the addition of Samuel T. Spaulding, M.A., a graduate of Amherst College in 1839. He is recorded as Assistant Teacher of Languages. He remained one year, after which he read law, and became foremost among the lawyers of Hampshire County. He was in the practice of his profession from 1844 until his death, and he served the county many years as judge of probate. William D. Clapp, a native of Northampton, and a teacher of common public schools, was one year in service as instructor in Arithmetic, English Grammar and Geography. He engaged in business in Northampton, and served many years as lay preacher in a mission chapel in West Farms. Miss Clarissa Stacy followed Miss Wright as Preceptress and Teacher of French. Mr. Brown was succeeded by E. L. Snow as teacher of Penmanship.

At the close of the second year Messrs. Storrs, Spaulding, and Clapp retired. E. Monroe Wright, M.A., succeeded Mr. Storrs, and was connected with the school five years. In 1844 he was elected representative to the Legislature of Massachusetts and resigned his teachership. But upon further consideration he withdrew that resignation, and resigned from the Legislature. In 1848 he was elected senator from Hampshire County and resigned his chair at the Seminary. He was re-elected to the



Senate in 1849. He served in the custom house, Boston, 1849-1853 and afterward was Secretary of State for Massachusetts three years. He read theology 1856-1859, and then for eleven years he was in service in the Gospel ministry. Owing to impaired health he retired in 1870, and gave one year to attempted recovery. He returned to Williston Seminary for two years' service, when he was again compelled to seek relief, and for the remainder of his life he was in retirement at his early home in Northampton. Russell M. Wright, B.A., a native of Easthampton, graduated from Williams College in 1841. He taught Latin, Greek, Botany and English Grammar, 1843-1847. He removed to Georgia and was engaged in teaching in that state until the opening of the civil war, when he returned north. C. Mattoon Alvord, a native of Easthampton, was the teacher of Penmanship 1843-1848. He remained a teacher and licensed preacher in the Methodist Episcopal Church until his death in 1873.

The faculty received two additions for the fourth year. These were Edmund K. Alden, Latin and Greek, and William Ludden, Sacred Music. Edmund K. Alden, B.A., graduated from Amherst College in 1844 and taught at Williston during the succeeding year. He graduated from Andover Theological Seminary in 1848. For fourteen years he was pastor of Phillips Church, Boston. He was trustee of Andover Theological Seminary and of Amherst College. But he is most widely known as Secretary for the Home Department of the American Board of Commissioners for Foreign Missions. He

passed through the heated controversy over creedal tests of candidates for appointment as missionaries. Mr. Ludden taught music in Williston two years; entered Yale College and graduated in 1850; studied medicine in New Haven and Paris, France; resumed teaching in 1853, and had a successful career in New Haven, New York, and Chicago. He published books on music which had much vogue.

The only change in the faculty during the next year was the addition of Miss Sarah W. Brackett as preceptress, Miss Stacy remaining as teacher of French. In the catalogue of the next year appeared the name Marshall Henshaw, A.B., a graduate of Amherst College in 1845. He remained one year, but in 1863 he returned as principal of the school and served thirteen years. Miss Mary Fisher succeeded Miss Brackett as preceptress. In the catalogue of 1847 appeared the name of the first graduate of the Seminary to be appointed teacher. William Howland, B.A., was a member of the first class at Williston, and a graduate of Amherst in 1846. He succeeded Marshall Henshaw as teacher of Latin and Greek and English Grammar, and remained until the close of the school year in 1849. He was afterward a prominent lawyer, residing in Lynn. Another graduate of the Seminary, Henry L. Edwards, 1843 (and Amherst 1847), returned to teach Latin and Greek during 1847-1848. Afterwards he studied theology, had two pastorates occupying eighteen years, and did his last work as Superintendent of Schools in Northampton. Hanson L. Read, B.A., succeeded Mr. Edwards as teacher of Latin and Greek

during the years 1848-1849. He remained a teacher, serving as principal of schools in Leicester, Fitchburg, Grafton, and as superintendent of schools in Amherst. Two names appear in the last catalogue issued by Luther Wright — names of teachers who were to exert great influence in the further development of Williston Seminary during the principalship of his successor. These names were Eli A. Hubbard, M.A., as teacher of Mathematics and Natural Philosophy, and E. S. Hoadley as teacher of music. To these was added the name of William S. Clark as teacher in sciences. Miss Gertrude M. Chandler became preceptress in 1847, and A. L. Strong began his long service as teacher of Penmanship.

The review of the men and women who were associated with Mr. Wright in the labor of teaching in those first years, 1841-1849, warrants the statement that this instruction was low in cost, but not cheap in quality. They were scholars of high standing in college and afterward. They were men and women of power and consecrated in service. Two of them became pre-eminent as preachers; two others eminent as lawyers; seven were prominent as educators, one of whom became a college professor, and then principal of Williston Seminary, and another a college professor and college president. Three of these educators became principals of other schools, and two became school superintendents. The school that profited by the instruction of these men, fresh from college and abounding in the enthusiasm of youth, well trained and wisely directed, was most fortunate.

If any are disposed to smile at the absence of specialization in the assignment of work, we should remember that these men were trained in a fixed curriculum, having a maximum of classics, with mental and philosophical studies, and a minimum of mathematics and natural science. There were no electives. They learned all there was in the college course, and were prepared to teach anything preparatory to that course. If they were not specialists, they were at least able to make what they did know intelligible and interesting to others. They had enthusiasm for scholarship, and could evoke it in their pupils. They were neither skeptics nor cynics. Faith was still strong in them, and docility. They welcomed all truth as a revelation of the Divine mind and purpose, and they recognized no line separating secular from sacred truth. Science, literature, all knowledge, was subordinated to religion.

The Founder had expressed his purpose, not only to secure competent teachers for the school, but also to provide for those teachers ample material for aiding them in their work. The first catalogue announced this had been done. In the second annual catalogue more detailed mention is found. There it is said that the courses in Chemistry, Natural Philosophy, and Astronomy included lectures illustrated by experiments. The value of the Philosophical and Astronomical apparatus is said to have been \$1200. In addition, a valuable and extensive chemical apparatus had been procured. A library of four hundred volumes had been gathered, standard books in Literature, History, and Science. A cabinet of



American minerals had been commenced, a collection of 800 specimens of European rocks and minerals had been received, including fifty polished precious stones and three hundred remarkable petrifications. Does this seem small fulfilment of a large promise? To answer this rightly account must be made of the knowledge then available. How much was known, and how much did teachers have to impart, and what apparatus was obtainable for use in this impartation? Some portions of Physics (Natural Philosophy in Luther Wright's time) were well known, and could be illustrated; the simple machines, the law of gravitation, hydrostatics, pneumatics, much about sound and light. But electricity, now so prominent, what of it? There were no induction machines, and the only form of electricity sufficiently well known was static. Current electricity was obtained from acid batteries. Ampere had laid the foundation of electro-dynamics, and the electro-magnet was known, but it was a plaything. The inventions of Morse gave this magnet something to do, and made current electricity commercially useful for very light work. The introduction of the telegraph came during those first years of the Seminary's existence. The crude models of the Morse key and indicator are still on the shelves in the Physics room, almost the only portion remaining of that old apparatus. Faraday was demonstrating his propositions of electric induction during this decade, but the marvelous applications of his discovery were not to be until two decades later. In Chemistry the friction match was the latest and most

wonderful discovery. Biology in 1840-1850, and for years afterwards, was Zoology, Physiology, Botany, separate and unrelated sciences. The old Williston theodolite and compass, once so highly prized, are now curious survivals. There was no laboratory instruction. The teaching of science was text-book teaching, memorizing paragraphs, and seldom making computations. There were no technical schools, no courses in engineering, in college or elsewhere. The apprentice system was in vogue. Boys learned trades by working at them. The claim that the provision made at this school for instruction in science was not equaled in other schools of like grade seems warranted.

The education which pupils received in this fifth decade of the last century was not as limited and narrow as is often assumed. In testimony of this, a program of a graduation day is here offered. This is the list of the speaking parts on Senior's Day in August, 1845. With the exception of four numbers, the parts were original.

1. Latin — Extract from Cicero.  
C. S. LOCKE, Hinsdale, N. H.
2. Dissertation — Dueling.  
M. L. KIMBALL, Leyden, N. Y.
3. Dissertation — Party Spirit.  
G. B. HAYDEN, Essex, Ct.
4. Dissertation — The Human Understanding, Its Province and Importance.  
C. T. FORD, Cummington.
5. Dissertation — Vindication of England in her Declaration of War upon China.  
F. GRANGER, Southwick.

6. Courage of the Saxon Race (Todd).  
F. A. TENNEY, Gill.
7. Dissertation — Fossil Bird Tracks.  
E. HITCHCOCK, Jr., Amherst.
8. Dissertation — Agriculture.  
J. M. EMERSON, Heath.
9. Dissertation — Napoleon Bonaparte.  
T. HARRINGTON, Heath.
10. Greek. Extract from Xenophon.  
E. CLAPP, Chesterfield.
11. Dissertation — Martin Luther, an Example of  
Moral Courage.  
H. B. AMES, Hartford, Conn.
12. Colloquy —  
Bigot. J. M. EMERSON, Heath.  
Conservative. T. HARRINGTON, Heath.  
Come-Outer. W. P. PORTER, Ashfield.
13. Dissertation — Capital Punishment.  
H. D. CONVERSE, Palmer.
14. Political Pause (Fox).  
C. C. FOWLER, Amherst.
15. Dissertation — Superiority of the Ministerial Pro-  
fession.  
J. L. SPENCER, Griswold, Conn.
16. Dissertation — Visionary Ideas of Man's Per-  
fectability.  
W. P. PORTER, Ashfield.

Here it was assumed and claimed that those who aspire to be educated men are, or ought to be, interested in Geology, with Paleontology and Agriculture; History and Biography; present-day politics and foreign events; morals and metaphysics; and the Colloquy enforced a right mental attitude toward

all truth. The speakers were all from "Old Hampshire" or its near neighborhood. They were circumscribed in life, but not circumscribed in thought.

During the eight years of Luther Wright's principalship 1700 and more different pupils were enrolled. One-third of these were from Easthampton or the immediate neighborhood. One-fourth of the total were young ladies, for whom Mt. Holyoke Seminary was the only higher school then opened. About one-third of the 1250 young men pursued the classical course sufficiently far to be prepared for entrance into college, but less than 200 completed a college course. This, however, does not measure the value of the instruction received, nor does it show that pupils left the school with small return for money and time invested. Ninety per cent, and more, of these pupils came from the territory of "Old Hampshire," and wealth was not widely distributed among these people. This must explain the small number who completed the collegiate course. For those who did pursue that course large sacrifice was made in the homes from which they came.

A school aids pupils in their personal plans, and makes valuable contributions to the sum total of public service. From among pupils of Luther Wright, forty-five became clergymen, of whom five were foreign missionaries: Charles Harding, S. C. Pixley, S. C. Dean, H. Bingham, William Marchussohn; and of those who served as pastors in the home land were Rev. Drs. J. A. Hamilton, J. M. Greene, H. C. Trumbull and H. M. Parsons. Nine became college professors, and two of these served



as college presidents: W. S. Clark in Massachusetts Agricultural College and Martin Kellogg in the University of California. Professors I. N. Lincoln of Williams College; E. Hitchcock, Jr., of Amherst College; W. C. Robinson of Yale College; G. L. Carey of Antioch College; B. C. Jillson of Western Pennsylvania University; C. W. Curtis of North Western University; were Williston men. Thirty-five lawyers are among these pupils: W. Howland, S. T. Field, J. E. Sanford, of Massachusetts; J. A. Gardner of Rhode Island; H. T. Blake, D. S. Calhoun, J. H. Case of Connecticut; J. F. Dwight, J. M. Emerson of New York; R. Waite of Ohio; A. N. Merrick of California; E. C. Billings of Louisiana; and others. Thirteen became physicians: Drs. Dunlap, Collins, and D. P. Smith of Massachusetts; Foote and Knight of Connecticut; Wight and Holcombe of New York; Kimball of New Jersey; Hill of Ohio; Sabin of Nebraska; Chapman of Iowa; and others. Among the journalists were A. L. Train of the New Haven *Palladium*, and H. S. Gere of the Hampshire *Gazette*.

In those first eight years school life at Williston was simple. This is apparent from the low cost of living which prevailed. The fuel used was wood. Coal was not available, because the cost of transportation was prohibitive. The dormitory rooms contained stoves, but the occupant provided fuel. This in nearly all cases was wood in four-foot lengths. The basements of these dormitories were high, and in them were stalls, each capable of holding a cord of wood. These stalls, arranged along passageways,

were numbered to correspond with the numbers of rooms, and here each pupil stored his fuel. The preparation of this wood for use in the stoves offered sufficient physical exercise. Each boy did his own chores, including the care of his room.

But schoolboys will play, and the first decade of the Seminary was not lacking in sport. During the first winter skating and fishing through the ice were popular. With the coming of the summer other athletic sports were begun. Football and wicket were the first ball games in the school. The former had more kicking and running and less wrangling than the game has now. If one party could force the ball across a two-acre lot and get it over the fence, they were not molested with fouls and foul lines, and numerous other "scientific" regulations, which have made this jolly game of our fathers a rough and tumble squabble within a few square yards of turf. Football held its place as the game for the crowd for many years.

Wicket is a game which has been abandoned in these later years. But students of the first decade avow that for exercise and skill it was the equal of baseball, and that it had none of the dangers attending the use of a small ball which can be thrown with great violence. Two wickets were placed some twenty feet apart, and were made by placing light sticks, several feet long, on slender supports a few inches high. The ball was a large round ball, about the size of the Rugby football. The batsmen stood within the space marked off by the wickets and guarded them. They used a heavy bat, shaped

at the lower end like the bat used in lawn tennis. The ball was bowled by men who stood behind the wickets and drove it at the opposite wicket. The batter turned the ball aside, or gave it any direction which would leave his wicket intact. The batters then ran to the end of their field, touched with their bats a line drawn in front of the wickets, and returned to their positions. A half dozen players were stationed on either side of the field, and when the ball was batted one of these seized it and tossed it to the bowler toward whom the ball was last bowled. He caught the ball and drove it at the opposite wicket, in order to put out the batsman before he could return to his position after running, as before described. The game could be played with sides chosen, and the side which was in could hold the bat until all its men had been bowled out. It was then a test of time; the side holding the bat longest won. It could also be played as baseball is sometimes played, by players succeeding to ball or bat in order of put-outs. Wicket held its place for many years.

The life of a school is much affected by the school rules. Luther Wright believed in the necessity and efficacy of rules. When at the opening of a term a pupil entered the room assigned him, he found posted conspicuously the printed list of rules, twenty-five in number, and separated in two divisions. The first division related to attendance upon recitations and other required school exercises (especially chapel and church), to observance of study hours, to hours of retiring and rising, to explanation of absences; and forbade leaving town without excuse, or visiting

places of ill repute. They are rules which all schools must have, but in this list they were given with much detail and particularity in thirteen numbered paragraphs.

The second division must be read in order to be known.

"The Students occupying rooms in the Seminary Buildings are required to observe, particularly, the following regulations.

14. "As it will be the duty of one individual to remove the ashes from the stoves once or twice a week, no other one is allowed to perform this service, in any case whatever.
15. "Every student on leaving his room, in every instance, and when he retires at night, will notice especially whether his stove door is shut.
16. "No one may remove the stove, or change the location of it in his room, or take down the pipe, without the direction of a teacher.
17. "No one may carry the furniture of one room, or any part of it, to another room, unless permitted by a teacher.
18. "No one is allowed to carry an uncovered light into the basement story.
19. "No one may drive a nail in any room or closet in the buildings, or lean back his chair against the wall, or place his feet against it, or on the bedstead.
20. "Smoking in any apartment of the Buildings, or about them is wholly forbidden. And it is hoped that no one who may have unhappily formed the filthy habit of using tobacco in any way, will continue it while he occupies one of these rooms.
21. "Writing with pen or pencil in any room, hall, or



entry in the Buildings, or on the outside, or on the desks or seats in the school-rooms, marking, cutting, defacing or injuring the same in any manner, is strictly prohibited; and any offender will be required to make reparation for any such damage.

22. "No wrestling, scuffling, jumping, or any other violent sport is allowed at any time, in any room or hall of the Buildings.
  23. "In the hours of study no unnecessary noise is expected; and, at all other times, every student is required to abstain in the rooms and the halls, from all boisterous mirth and tumult, and any conduct which does not comport with the character of young gentlemen, and that of the Seminary.
  24. "If any of the students are permitted to study, during the day, in the private rooms of the Seminary Buildings, they are not allowed, during study hours, to visit each other's rooms, without the permission of a teacher, nor in any manner to interrupt or annoy each other.
  25. "Convenient and elegant rooms having been generously provided for the accommodation of the students, it is earnestly hoped, that all the occupants will take special pleasure in keeping them and the furniture in a neat and cleanly condition. All should regard their characters and future success in the honorable pursuits of life, as in an important degree intimately connected with the ordinary condition of their rooms and furniture and their own personal appearance.
- "A strict compliance with the above regulations, it is confidently believed, will greatly promote the interests of all concerned."

The reason for this list of rules is easily found. The erection of the second school building and enlargement of the school work called for more money. In the beginning the gifts of the Founder were said to aggregate more than \$27,000. Afterwards the statement was that the Founder had given \$50,000, the full amount authorized in the charter. Mr. Williston was not then rich. This money had been accumulated by the hard toil and extreme economy of years. It was for the time and place a most generous benefaction. The Founder was right in expecting that those who profited by its benefits would show gratitude in careful use of what had been provided. And Luther Wright, who knew the Founder's hope, could not trust thoughtless boys and ill mannered youth. He told them plainly what behavior was demanded.

Principal Wright was opposed to student societies. The desire among the young men for debating was gratified, but care was taken that it did not result in a permanent organization. The first attempt to form a literary society was made in 1844 or 1845, and was named The Social Union. Its constitution is said to have been written by Mr. Kimball, a member of the Faculty, who remained friendly to it throughout. Its place of meeting was a small recitation room in the old "Wood Sem," which stood on the site of South Hall. A surviving member writes: "Good work was done in that old Social Union. Our rules were strictly enforced and good order was kept. We all took great pride in our exercises, and every appointee did his best. Our compositions and decla-

mations were really of a high order, for we had a great many good fellows of real talent and comparatively mature age." Among the "giants" was Emerson Whitney of Winchendon, who had been a member of the Massachusetts House of Representatives before entering Williston. Other prominent members were J. O. Wilson, late superintendent of schools at Washington, D. C., and Rev. Dr. Bentley of Ellenville, New York. The society grew more and more popular. The little room became insufferable for the crowd, and they petitioned for a larger room. The petition was refused. They then petitioned for the privilege of dividing the society, and having the sections meet on different evenings of the week. This also was refused. Then they blazed up, sold off their property at auction, paid their debts, and with the balance had a supper at Brown's hotel. The leading wag of the company opened the toasts with "Social Union of Williston Seminary; divided we stand, united we fall." Every trace of the society was destroyed by the young men. The constitution, by-laws, and records were carried off by the secretary. Mr. Kimball tried to get them, but they were secreted in the secretary's trunk by a fellow member, who had been asked to do it. So Social Union was effectually buried at the close of the spring term in 1846. During the succeeding year another society, probably bearing the same name, was formed. Mr. Kimball again wrote a constitution and by-laws. A leading spirit in this society was E. C. Billings, afterwards Judge of the U. S. District Court for Louisiana. After one or two

years it followed its predecessor, although in a more quiet manner. It must be understood that these societies did not have "halls," but a recitation room was transformed for the evening into the society room.

Mr. Wright's attitude toward another society was more friendly. This was the Society for Missionary Inquiry. The interest in foreign missions, begun early in the century, and thus begun at Williston, resulted in five foreign missionaries: Harding and Dean in India, Pixley in South Africa, Bingham in the Micronesian Islands and Marchussohn in Turkey. As many more did service as home missionaries, and Trumbull was prominent in work for Sunday Schools.

A third society belonging to this time was the Memorandum Association. Its purpose was to gather and record information about the members, after they had left the school. The Founder and teachers of the school were honorary members. The society published two catalogues in 1845 and 1848. It did not continue beyond 1850.

The life at Williston in the decade of 1840-1850 cannot be fully understood unless account is taken of the isolation of Easthampton. Seven years before the beginning of the school a canal was opened between New Haven and Northampton, passing through Easthampton. Although it continued in use until 1847, it was financially unprofitable, and was probably used for transportation of freight only. We find no mention of the canal as a means of ingress into or egress from the town. Instead we read the following in the first catalogue: "The Seminary is located



at Easthampton, Mass., 4 miles south of Northampton, and 12 north of Westfield, on the post-road from the former place through the latter to Hartford. It is in a region distinguished for its healthfulness and good morals. A stage-coach from Northampton passes by the Seminary on Monday, Wednesday and Friday mornings to Westfield, and returns on Tuesday, Thursday and Saturday afternoons soon after the arrival of the Rail-Road train from Boston." The railroad here mentioned is now the Boston and Albany, but was then the Western, being an extension of the Boston and Worcester, from Worcester to Albany, and was opened for traffic in 1842. Three years later the Connecticut River Railroad was opened from Springfield to Northampton. But no railroad entered Easthampton during this decade. The stage-coach became a "public conveyance" daily, north and south, between Northampton and Westfield, in 1845.

During the principalship of Mr. Wright the board of trustees was changed by the resignations of Revs. Dr. Davis and Mitchell and President Humphrey. The following were elected members of the board: Rev. Solomon Lyman, a retired clergyman residing in Easthampton; Rev. Sumner G. Clapp, pastor in Cabotville (now Chicopee); and Hon. Joel Hayden, business partner of Mr. Williston. Mr. Williston was president of the board, and Rev. William Bement was secretary. Luther Wright was treasurer three years, then Rev. Solomon Lyman was treasurer three years, and these were succeeded by E. L. Snow, not a trustee.

The growth of the school made necessary a second building mentioned on a former page. This was needed, both because of the demand for increased dormitory service for the young men, and also for a second schoolroom. The erection of a brick building was voted early in the year 1844. This building is still in use at this writing. "Having been nearly completed, on the night of December 23, two days before the time appointed for its dedication, an exceedingly violent wind from the northwest raised the roof from the front part of the building and swept it over the whole of the rear part, precipitating the mass of ruins upon the ground a few feet beyond the east end of the same. A temporary roof having been laid, the dedication service was attended in the meeting house on the 28th of January, 1845. The address on the occasion was delivered by Rev. President Hitchcock of Amherst College, for which the thanks of the trustees were presented to him, and a copy of the address was requested for the press. This request was complied with, and the address was published." So read the records of the trustees. President Hitchcock had succeeded President Humphrey at Amherst College.

The Founder and trustees of Williston Seminary were seeking the realization of a high ideal. This had been suggested in the letters of "Old Hampshire" in the *Hampshire Gazette*, more clearly expressed by the Founder in the constitution of the school, and approved and elaborated by trustees at the laying of the corner-stone and dedication of the first building. The opening of the second building offered



WILLISTON SEMINARY, 1845

The residence of Principal Wright on left. The original school building on right. The second school building still standing, and the church shown in frontpiece between these.





opportunity for again approving that ideal. President Hitchcock chose for his theme, "A Defense of the American System." Beginning with mention of the harmonies in nature, produced by the adaptation of each life to the environment, and of each part to the office it is to serve, he noticed the same adaptation of institutions of society or business to serve the people among whom they exist. The American Academy is not, therefore, to be judged by a comparison with similar schools in England, or France, or Germany. For the American Academy is not required to satisfy the educational needs of those countries, or of any other country than ours. The American Academy is well suited to the character of the government of this country; to the peculiar genius and character of Americans; to the wants of this country. After mention of those faults and imperfections in our academies which were fairly open to adverse criticism, the speaker asked attention to some suggested improvements which the system demanded, improvements upon the more usual mode of sustaining and conducting them. Six improvements were noted:

1. These institutions should be more liberally patronized, and endowed by the state governments or by individuals.
2. They should have buildings more substantial and convenient and in better taste.
3. They needed better elementary text books in science.
4. They should be encouraged to raise the standard of classical attainment, preparatory to admission to college.

5. They should make more liberal provision for the study of mathematics and the natural sciences.
6. Effort, systematic and thorough, should be made in our Academies, and indeed in all literary institutions, for promoting the spiritual welfare of the pupils.

The peroration applies the tests suggested by these required improvements to Williston Seminary, with hope and belief that the school would be found to satisfy them all. The most suggestive passage in this peroration should be quoted: "Let not the inhabitants of this favored valley imagine, because it is located among them, that they can most fully enjoy its advantages, that it was intended exclusively for them. Nor let the population of this state, or of the United States, fancy that it belongs alone to them. I know that its Founder and its trustees and teachers have consecrated it to the service of the human family."

Luther Wright was an assertive and forceful personality. Such also were the men associated with him on this board of instruction. A controversy which occurred in the opening term of the school year of 1844-1845 illustrates this. A presidential campaign was in progress. Henry Clay was the candidate of the Whig party, and James K. Polk of the Democratic. David Kimball was a Democrat, and supported the candidacy of Mr. Polk. E. Monroe Wright was a Whig, and advocated the election of Mr. Clay. During the campaign a report was circulated that Mr. Clay had attended a horse race in Kentucky and bet on the result of the race. True or untrue, the story served a purpose. Massachu-

setts was a Whig state, but the New England conscience could brook no form of gambling. Mr. Kimball used the story on an occasion. Mr. Monroe Wright pronounced it an infamous lie. Then each man obtained, from Kentucky or elsewhere, documentary proof of the correctness of his allegation. The dispute divided the student body, and Luther Wright faced a condition which was getting beyond his control. He consulted Mr. Williston, and the Founder, much disturbed, came before the assembled school and appealed to them. He deprecated the interruption to school work caused by the extreme to which this controversy had been carried. In his concluding remarks he said men had a right to political opinions, and no man should accuse another of falsehood, excepting on most incontrovertible evidence. Mr. Kimball offered apology for any ungentlemanly word or act said or done by him, but held to his opinion about Henry Clay. Mr. Monroe Wright spurned all compromise and resigned his instructorship, to take effect at once or at the close of the term, as the principal should choose. He was promptly nominated by the Whigs as representative in the Legislature and was elected. But, on reflection, he withdrew his resignation from the school and resigned his seat in the Legislature.

The controversy did not end here, nor did it end with the election of Mr. Polk and the retirement of Mr. Clay. At their meeting in August, 1845, the trustees voted as follows: "The transactions of the last year in reference to the standing of the teachers were made the subject of consideration, after which

it was voted that a committee be appointed to communicate to Mr. Kimball the conviction of this Board that his position before the public is not so relieved that in view of the present aspects of the case it is consistent with the best interests of the Seminary for his connection with it to be long continued." But Mr. Kimball remained, for his opinion of Henry Clay did not lessen his knowledge of mathematics, nor his power to teach that subject. And in the records of a meeting of the trustees held in August, 1847, this vote is found: "The committee appointed last year to make inquiry, for the purpose of ascertaining whether any change is required in the board of instruction, reported that no special change appeared to be necessary. The report was accepted and adopted." The controversy did not end here. In trustee records of March, 1848, is the vote, "That Messrs. D. M. Kimball and E. M. Wright be informed that there is no prospect of their re-election." The connection with the school of both closed in the summer of that year. Mr. Wright was nominated by the Whigs for the upper house of the Massachusetts Legislature. He was elected, and entered upon the public service mentioned elsewhere. Mr. Kimball continued as a teacher. Mr. Williston bought Mr. Kimball's residence on Main Street, and it became the residence of Principal Wright's successor. It remained the residence of the principal of the school until 1886.

This political controversy of teachers must have been embarrassing to Principal Wright, and it must have increased the need and the difficulty of school



discipline. Luther Wright has the reputation of having been a prompt, incisive, and impulsive man. We are told he was authority personified. But reputation often incorrectly represents a man, and seldom completely represents him. His treatment of this controversy may have shown lack of tact, but it showed no lack of patience. Yet, he was not a man to be trifled with. In records of a trustee meeting of August, 1845, these words are found: "A student having this day, at graduation exhibition, delivered an exercise in public, different from the one which had been examined and approved, the Board voted to express the most decided disapproval of this conduct, and to direct the principal not to give him any certificate." Legend says this boy was a recalcitrant Democrat.

After serving the Seminary eight years, Principal Wright resigned, and retired at the close of the school year in 1849. He was then 53 years old, at the height of his maturity and efficiency. His resignation was not caused by any decline of power or advanced age. His salary had been \$800 and he had "found" his house. His principal assistants received \$700 each and "found" their houses. These salaries could have been raised, but such increase would have caused an increase in tuition rates. To meet increase of other expenses of the school, the price of tuition was raised in 1848 a half dollar for the fall term, and \$1.50 to \$2 for winter and spring terms. But the maximum tuition for the year did not at any time exceed \$18. Beyond this Principal Wright seemed unwilling to go. His resignation was not

caused by low salary. The growth of the school had been phenomenal. Beginning with 191 in the first catalogue, it was 542 in the sixth, and declined to 376 in the eighth. But this was not caused by any decline in the quality of instruction. The instruction improved. It was caused by the increase of local high schools and other schools of like grade in various towns, whereby the large transient patronage which Williston had received in the first years could be more conveniently served elsewhere. Mr. Wright did not resign because of smaller attendance. If a reason for his resignation is sought, it must be found in some more important, because fundamental cause. The ideal for the school which the Founder had cherished, and which the trustees and his friends and advisers had approved, has been given in some detail. The examination of the catalogues from 1841 to 1849 does not show a realization of this ideal. Mr. Wright produced a school to satisfy the existing need, as he thought that need to be. He sought to help every boy and girl from every farm, however remote, and from every home, however poor, to the end that the citizenship of western Massachusetts might not decline in quality, but might be improved. He arranged and published no course of study, giving proper sequence of subjects. Evidently classes were arranged and subjects taught as the wants of each gathering of pupils at the opening of each term required, or requested. The catalogue lists were given in two departments, Classical and English, and these were subdivided into "Young Gentlemen" and "Young Ladies." There was no division of classes

or grades. Pupils came and went, picking up their studies as they could, and if they continued, when they had read enough, they went to college. But the large majority of the pupils did not go to college, the young women because they could not, the young men because they would not. That mattered little, for every boy and every girl was welcomed and helped as far as conditions permitted. Mr. Wright's self-sacrifice was admirable, albeit a self-sacrifice not misdirected, but incompletely and inefficiently directed. The majority of the board of trustees were college-trained men, and they urged the claims of higher education. Mr. Wright had developed a better school, but not a school essentially different from those already and abundantly existing. His school was a school with a purpose, but a school without a plan. They would make it a school with a plan, and therefore with a more effective, if not more excellent purpose.

Mr. Wright resigned and retired to his ancestral farm in Easthampton. There the remainder of his life was passed in most gracious service of the church and public schools of the town. He published a *Historic Sketch of Easthampton* and one or more public discourses.

His successor in Williston was the man who had followed him in the principalship of Leicester Academy.

## CHAPTER V

JOSIAH CLARK, PRINCIPAL

THE change in head-mastership offered opportunity for realization of the Founder's purpose to make the school an English College. Again he turned for aid to his friend and adviser, Professor William S. Tyler. The following letters, found among the papers of the late Rev. Thomas P. Field, D.D., record an effort to accomplish this purpose. Dr. Field was a graduate of Amherst College and of Andover Theological Seminary, a scholar of eminent ability and a preacher of large promise, a promise fulfilled in his long pastorate in New London, Conn., and afterwards in his service as pastor, and professor of Biblical Literature in Amherst College. He was pastor of a church in Danvers when these letters were written.

AMHERST, April 7, 1849.

REV. T. P. FIELD,

MY DEAR SIR: There is some prospect of a vacancy in the office of Principal of Williston Seminary at Easthampton. And we wish to make that the opportunity for reorganization on a little different plan. We wish to obtain a Principal, who will teach the Senior class (usually some twenty or thirty, who enter College at the end of the year), and exercise a general supervision over all the Departments and at the same time preach on the Sabbath to the students (200 or more) together with a





*From a portrait by Witt*

JOSIAH CLARK



few families that would naturally be associated with them. In short, we would like to make Williston Seminary a Rugby school, and to find an Arnold for its Principal, who would exert upon its students the combined influence of a Christian Scholar, and a Christian Minister. There are external reasons for giving the school that form, which I need not mention. But in itself and for itself, we would like to see the experiment tried in this country. It has never been done in an American Academy with that class of pupils who from their age and other circumstances are most susceptible of being influenced and moulded by a wise and able Christian teacher. And I know of no place where the experiment can be tried under more favorable circumstances than at Williston Seminary. The location, the buildings and grounds, the Christian liberality of the Founder, who still lives and will do anything that money can do to make the Institution all it should be — these are some of the favorable circumstances.

And now to come to the point, I know of no man whom I think better fitted to try the experiment than yourself. I do not say that I think you to be an Arnold or capable of being one. But I do think you have as much of his enlargement of view, scholarly and Christian spirit and practical wisdom and skill combined as any one of whom I can think. Others who know you agree with me in this opinion. Dr. Hitchcock thinks as I do of the plan, the place and the *person*. He deems it a place to be coveted for influence and usefulness. I do not suppose myself there is so much in it to stimulate or attract ambition as there might be in some other place, which you may expect to command. And the salary which we have been in the habit of giving (\$800) is less than you now receive. Expenses, however, are much less; and though it would be difficult for Mr. Williston to pledge a larger

salary at present, if the Institution can only be conducted so as to assure his generous and Christian aims, he will spare no money for that end.

Still if you should consent to take the charge of the Institution, it would probably be a self-denial and a sacrifice for the attainment of a great and good work, in the spirit of Bacon, who was willing to be a hewer of wood and drawer of water in the scientific host, if he might only subserve the interests of mankind. And I do not want any one to undertake it from any other motives.

Now, if there is anything which renders it clear to your own mind that you can not, or ought not, to undertake it, say so at once, and I will look elsewhere. But if not, I beg that you will give the subject a candid consideration in reference to your duty; and let me come and see you and talk the subject over with you, as soon as my term closes, which will be one week from next Tuesday evening. Meanwhile I send you a catalogue and the constitution, from which you will draw some general ideas of the material and plan and design of the Institution.

Will it be convenient for you to see me on Thursday of week after next?

With kind regards to Mrs. Field, I am

Very truly Your Friend and Brother,

W. S. TYLER.

P. S. The time when we would probably like to have the new arrangement commence would be early in the Autumn; though we could accommodate in that respect your convenience.

W. S. T.

Dr. Field's reply has not been preserved. But it was favorable, and the suggested conference was had in the parsonage at Danvers, as appears from the second letter from Professor Tyler.



AMHERST, May 2, 1849.

REV. T. P. FIELD,

MY DEAR SIR: I have just returned from Easthampton, and I find some unforeseen difficulties in the way of our plan, which will retard the decision and perhaps defeat its ultimate accomplishment. On looking at the buildings, we find that either a chapel must be erected, or considerable modifications be made in the present edifices in order to furnish proper accommodations. And after all, Mr. Williston fears that he may be obliged a few years hence to provide another house of worship for his Factory Village. If he can stave off this necessity, then he will enter with all his heart into our experiment, provide a chapel in, or near, the present school buildings, employ an additional permanent teacher of Languages, pay such salary as may be worthy of the man who is worthy of the office of preaching Principal, and you will unquestionably have the offer of the place. He will take two or three weeks to decide the preliminary question; and then we shall be prepared to go forward in some way in the organization of the school. With kind regards to Mrs. Field, I am

Very truly Your Friend,

W. S. TYLER.

Negotiations with Dr. Field were closed, because Mr. Williston found himself unable to do what he had hoped, as appears in the third and last letter.

AMHERST, May 22, 1849.

MY DEAR FRIEND, MR. FIELD:

Mr. Williston was over yesterday to communicate the result of his deliberations. And I am sorry to say it is that the necessities of the growing population will oblige him to erect a new church and organise another parish. This, of course, scatters to the winds the cherished scheme

which I have thought over and dreamed over so often and so long. I regret that the experiment could not have been tried under so favorable circumstances. I still think, and I believe Mr. Williston thinks, that you would have raised the Seminary to a higher point of prosperity and usefulness on the proposed plan than it will be likely ever to reach under its present organization. At the same time, I believe he has acted conscientiously and wisely on the whole. The Village cannot be provided for without a new parish; and he could not be expected to be at the expense of erecting both a church and a chapel, when the church will answer every essential purpose of both. He ought to have found all this out before he sent me off down to Danvers to see you. But business men are a little apt to despatch such things before they have looked at all the elements that belong to the subject. I only regret, however, the trouble it has made you and Mrs. Field. My own journey and pleasant visit to your place and vicinity I remember only with pleasure.

I hope to hear from you soon and to see you next Commencement, if not before, with Mrs. Field, who ought to make a visit to the Village and this valley for more reasons than one.

Mr. Williston will be at the Anniversaries in Boston next week. Will you not seek him out and make his acquaintance?

Who will be our Principal, I do not know. We have in mind two or three men, who are now Principals of important Academies, though less important than ours. I say nothing to you on the subject, for we have no place which is worthy of you, none which would call into exercise your peculiar gifts, none which you would accept, if I could conscientiously invite you to it.

Very truly Your Friend and Brother,

W. S. TYLER.

Among those to whom allusion is made in this correspondence was the principal of Leicester Academy. He became the next headmaster of Williston Seminary. Josiah Clark was born in Leicester, February 7, 1814. He graduated from Yale College in 1833, and held the Master's degree when he came to Easthampton. He was principal of Westminster Academy until 1835; teacher in the University of Maryland until 1837; student in Andover Theological Seminary four years, 1837-1841; associate principal and afterwards principal of Leicester Academy until 1849. He was a scholar of unusual attainments and a teacher of rare power and success. Fortunate were the pupils who profited by his instruction, imbibed his love for the ancient classics, and emulated his accuracy in the expression of their knowledge.

Mr. E. A. Hubbard, who had succeeded D. M. Kimball in 1848, was appointed associate principal. Mr. Clark was to have especial direction of the Classical Department, and Mr. Hubbard direction of the English Department. A course of study, covering three years, was arranged for each Department, and the students in the Classical Department were separated into three classes or grades, and the year was divided into three terms. The catalogue issued in 1850 was the first to list the school in that manner. A similar classification of the English Department appeared in part in the catalogue of 1851. In the following year the classification of this Department was completed, although announcement was made that the pupils could advance their studies as rapidly as would be consistent with good work.

Although Mr. Clark held the diploma of a theological seminary, and had pursued the full four years' course in divinity, he did not attempt the rôle of preaching principal. He remained a teacher, and conducted a class in study of the Bible on Sunday. Attendance at this Bible Class was voluntary, yet it was always large, requiring the school chapel for its accommodation. Mr. Clark taught the Senior Classical Class, and Latin and Greek were the only subjects of study during two-thirds of the year. In the third term a review of Mathematics was added. The authors read were Vergil, Xenophon, and Homer. The Latin Grammar was Andrews and Stoddard, with Zumpt; the Greek Grammar was Crosby. Latin Prose and Prosody, Greek Prose and Prosody, Roman Antiquities, Greek Antiquities, translation into Latin and Greek verse, translation of Latin into Greek, and of Greek into Latin — such was the drill of the Senior Class under Mr. Clark. The teacher was saturated with the ancient classics, their language and literature. He delighted in teaching them. His pupils, with some exceptions, delighted in learning these authors and became saturated with them. Four hours each school day they sat with him, two hours in the morning being given to Latin and two hours in the afternoon given to Greek.

Mr. Hubbard was a native of Hampshire County and a graduate of Williams College, in the class of 1842. He had taught in three of the towns of Old Hampshire and in Williams College before coming to Williston, where he taught Mathematics and Mathematical Science from 1848 to 1864, with the excep-



tion of the years 1854-1857, when he was principal of the Fitchburg High School. As a teacher he was painstaking, accurate, and inspiring, and the schools of western Massachusetts are under great obligation to him for his labor in laying deep and firm foundations. After leaving Williston he served as superintendent of schools in Springfield and Fitchburg, and for a brief time he was principal of the Mt. Hermon School for boys.

The efficiency of the school was increased by those who shared in the work of instruction. John L. T. Phillips taught the Middle Class, Classical, 1849-1851, and afterwards returned as teacher of Mathematics, 1854-1857. After leaving Williston he was Professor of Greek in Williams College for eleven years, when he sought renewed health in outdoor employment. Lyman R. Williston, adopted son of the Founder, followed Professor Phillips in the instruction of the Middle Classical Class, 1851-1853. Subsequently he studied four years, 1853-1857, in Germany. Returning, he taught in Cambridge, for many years as principal of the high school, and afterwards as principal of a private school for young ladies. During Principal Clark's absence for study and travel in Europe, 1853-1854, the Senior Class was taught by Benjamin Talbot, a graduate of Yale and of Yale Theological Seminary. Mr. Talbot gave his life to the instruction of the deaf, and for many years was superintendent of the Iowa institution at Council Bluffs. The instruction of the Middle Class was given by Edward P. Crowell, 1853-1855, who is remembered with esteem and gratitude by alumni

of Amherst College as the professor of Latin in that institution for nearly a half century succeeding 1858. William L. Montague followed as teacher of the Middle Class, 1855-1857, when Amherst called him, and he served the College many years from 1857 onward as tutor, instructor in Latin and French, associate professor of Latin, professor of French, Italian, and Spanish. The next teacher of the Middle Class was Richard H. Mather, 1857-1858, who also returned to his Alma Mater, Amherst, as tutor, instructor, and professor of Greek. William H. Dunning succeeded Professor Mather, 1858-1859, and then read theology and entered the Christian ministry. George S. Bishop had taught one year in Williston when he assumed care of the Middle Class, 1859-1861. Rev. Dr. Bishop is known chiefly for his long and notable service in the reformed churches of New Jersey. The Middle Class of 1861-1862 had Edward S. Frisbee as teacher. He had taught the first year Classical Class during the preceding year, and he continued in the work of education after leaving Williston, as principal of High Schools, school superintendent, and for a time president of Wells College, a college for young ladies. During Mr. Clark's last year of service, 1862-1863, the Middle Class was taught by William A. Richards, whose early death cut short a promising career.

This list of teachers of the Middle Class is a list of notable scholars and teachers. Scarcely less so is the list of those who taught the lowest grade, known as the Junior Class. Here are included, in addition to those who began work in the school by teaching the Junior Class, and who have already been named,

A. H. Wenzel, Norman A. Prentiss, John A. Hamilton, Edward P. Whitney, Edwin C. Bissel, Chester L. Cushman, Walter Barton, Henry S. Jewett, Henry C. Skinner, M. Fayette Dickinson. Of these Messrs. Prentiss, Hamilton, Bissel, Cushman, and Barton entered the Christian ministry, Drs. Hamilton and Bissel being especially favored in their opportunities and accomplishments. Messrs. Wenzel and Dickinson became lawyers, but Mr. Dickinson rendered long and valuable service to the school, to be mentioned later. Mr. Whitney became a physician. Mr. Jewett remained a teacher. Mr. Skinner died soon after the close of his year of service in 1860.

Mr. Hubbard was ably assisted in the work of the English Department. William S. Clark, who taught Chemistry and Natural History, 1849-1850, graduated from Augusta University, Goettingen, Germany, in 1852; was professor of Chemistry in Amherst College 1852-1867; president of Massachusetts Agricultural College, 1867 until his death; was member of the Massachusetts Legislature three terms, of the Massachusetts Board of Agriculture many years; organizer of Agricultural College, Sapporo, Japan; held various civil and military offices; was lecturer on Chemistry in Williston, 1863-1867; member of Williston Board of Trustees and president of the Board. Edward Hitchcock, Jr., succeeded President Clark as instructor in Chemistry and Natural History, and served 1850-1852 and 1853-1861; graduated from Harvard Medical School, 1853; was professor of Hygiene and Physical Education in Amherst College, 1861 until his death; member of the Willis-

ton Board of Trustees. Franklin P. Chapin taught Chemistry and Natural History during 1852-1853, when Dr. Hitchcock was absent. He continued in the work of education as principal or superintendent of schools. Other assistants in the English Department were Horace Taylor, James White, Oliver Warner, and John H. Jenks. Hon. Oliver Warner was member of Massachusetts Legislature, as representative, 1854-1855; as senator, 1856-1857, and was Secretary of State from 1858 until his death. Mr. Taylor became a lawyer and Mr. White a prominent and successful Boston merchant. Mr. Jenks became a physician. In addition to these teachers, Mr. Eli S. Hoadley taught Music, 1846-1863. Monsieur Louis Tribus taught French and German, 1849-1864; and A. L. Strong taught Penmanship, 1848-1870.

The catalogues issued by Principal Clark contain this statement: "Ladies are admitted as members of the Seminary and are accommodated with a room for study, fitted up expressly for them. The preceptress has charge of them during the hours of study and assists in their instruction. By this arrangement they enjoy the benefits of the supervision and instruction of a Lady Teacher, and are also admitted to the classes and lectures in other Departments." The following named ladies served as preceptresses during Mr. Clark's principalship: Miss Harriet R. Williston, Miss Maria E. Mason, Miss E. Maria Ely, Miss Maria C. Partridge, and Miss Elisabeth B. Hinckley.

From a school thus ably taught great results could be expected, and were realized. The courses of study



in school and college were then well defined and limited. "Electives" and entrance by certificate had not yet been thought of. In 1863, when Principal Clark retired, he could say in review of his administration: "By comparing the statistics of the several classes with the results disclosed by our college commencements, I find that these fourteen classes have furnished Yale, Williams and Amherst Colleges ten students of the Valedictorian rank, eight Salutatorians, and thirty Philosophical and first-class Orators, making a total of forty-eight, or an average of more than three from each class who attained superior scholarship in College." When Mr. Clark prepared that statement four of his classes were undergraduates in college, and the final scholarship rank of three of these had not been sufficiently determined to enable him to speak with assurance. These three classes furnished seven honor scholars in the three colleges named. The Porter prize for best entrance examinations for admission into Amherst College was first offered in 1863, and was won by a member of Principal Clark's last class at Williston. As a further indication of the scholarship attained under Principal Clark we find that these fourteen classes gave the country six college presidents and sixteen college professors. Richard H. Mather, Judson Smith, Tracy Peck, and M. F. Dickinson, who became trustees of the school, were among Principal Clark's pupils.

The members of these fourteen classes were not made selfish by their culture. They have made large contributions to the public good. They furnished a Secretary of the Navy in the administration of one

president, a commissioner of patents in the administration of another; a supreme court judge in New York, in Massachusetts and in Connecticut; a United States judge in the first judicial district; a member of the United States Senate, of the national House of Representatives, and many members of legislatures in various states of our Union; ninety-seven of them are known to have become lawyers, among whom have been judges of minor courts and other officers of courts, prosecuting attorneys, and counselors of important business interests; sixty-four chose the Christian ministry, and of these, seven members of the Society for Missionary Inquiry, which was begun in Luther Wright's principalship and continued during Josiah Clark's time, went as foreign missionaries, *viz.* James F. Clarke to European Turkey, Lyman Bartlett to Central Turkey, Edward M. Pease to Micronesia, Charles C. Carpenter to Labrador, Chapin H. Carpenter to Burmah, Henry T. Perry to Central Turkey, Stephen B. Rand to Burmah; and to these might rightly be added Selah Merrill, because of his work in Palestine. Thirty-seven became physicians; a half dozen entered journalism for a longer or shorter time, and an uncounted number, other than those already named, did valuable service in the cause of education. Among these pupils of Mr. Clark were those who became successful business men, and by whose wise counsel and liberal benefactions Yale College, Amherst College, Williams College and Mount Holyoke College have been guided, enlarged, and strengthened. This incomplete review of fourteen years in the life of a school

suggests what was accomplished, in part at least, by the labor of efficient and devoted teachers under the guidance of a master head and heart.

These results were obtained with small financial aid. The increasing demands of Mr. Williston's growing industries made it difficult for him to do what he had hoped and wished. He could and did pay annual deficits, but he could not, with business safety, take from his capital what would have been an adequate endowment of the school. Yet he added from time to time to its foundation. Mr. Luther Wright had owned his house, but Mr. Clark was relieved of that necessity. He received \$1000 salary, from which was deducted a stipulated sum for rent. In 1853 this rent was reduced to \$100. In 1854 this rent was remitted, and in 1856 the salary was fixed at \$1200 and free use of the house.

In 1849 the salary voted Mr. Hubbard was \$800. In 1853 this was raised to \$900. In 1854 Mr. Hubbard resigned, to accept the principalship of the Fitchburg High School, and John L. T. Phillips was appointed teacher of Mathematics and Natural Philosophy, with a salary of \$850 and \$50 added for his service as treasurer of the school. In 1857 Mr. Phillips having been elected as professor of Greek in Williams College, Mr. Hubbard was induced to return, his salary being fixed at \$1000, with \$100 additional for service as treasurer of the school. The salaries of other teachers ranged from \$300, paid at one time to the preceptress, to \$850, paid at one time to Dr. Hitchcock. The financial record of the trustees during the early years of Principal

Clark's administration is meager, excepting statements of salaries voted the teachers and deficits paid by the Founder, with occasional increase of the permanent fund through his gift. In 1855 appears the statement that the total expenses for the preceding year had been \$9670.54, the first time when such statement is given. But this included a gift to the Payson Church, another to some town improvement, and other extraordinary payments; and, in consequence, the annual expenses of the school are not known. In the record of 1862 Treasurer Hubbard's report is for the first time entered *in extenso*. There it appears that the salaries of teachers had amounted during that year to \$4274; and total expenses for the year, \$6458.57. Again, in the report of a business meeting in 1863, the treasurer's report is given in full. It has historic value now.

Advertising . . . . .	\$19.80
Blowing Organ . . . . .	8.50
Books for Library . . . . .	29.00
Chemicals . . . . .	59.43
Examinations and Exhibitions . . . . .	29.50
Furniture . . . . .	43.36
Insurance . . . . .	222.94
Interest . . . . .	41.68
Janitor (labor, etc.) . . . . .	398.00
Labor (other than above) . . . . .	75.80
Laundry . . . . .	116.83
Philosophical Apparatus . . . . .	24.30
Printing (Catalogues, etc.) . . . . .	108.50
Repairs . . . . .	82.37
Salaries of Teachers . . . . .	4260.90
Signal Bells . . . . .	11.50
Sundries . . . . .	54.24
Wood and Coal . . . . .	185.20
Total . . . . .	\$5771.85







WILLISTON SEMINARY, 1855

Payson Church and parsonage on right. The steeple here shown was overturned by wind in 1862. The other buildings as shown in 1845.

The catalogue of 1863 contains the names of seven regular teachers, including the principal, preceptress, and teacher of Music. In estimating the value of these salaries, account must be made that the civil war had depreciated the currency, and abnormally increased the cost of living.

The sources of income for the school were dividends from invested funds, and tuition and rent payments by pupils. Whenever given in the records of trustees, the rate of dividends is usually seven per cent. The tuition charges in 1849-1850 were \$21 per annum for higher grades, and \$15 per annum for lower grades. In 1856 these rates were increased to \$25 and \$20 respectively. In 1859 the rates were changed to \$9 and \$6.50 per term. An extra charge was made for French, German, and Music. In 1849-1850 room rents varied from \$6.25 to \$7.12 per year. In 1858 the present South Hall having been built (called Chapel Hall at first), the rents for that building were fixed at \$7 for single rooms and \$14 for double rooms per term. In 1859 the rents in the older buildings were changed to \$6 and \$7.50 per term, and in the newer building to \$7.50 and \$15 per term. In 1849-1853 table board was offered at \$1.17 to \$1.67 per week. Lower rates might be obtained in clubs. This rate was raised in 1853 to \$1.42 and \$1.75; and again in 1854 to \$1.60 and \$2. Again in 1855 the rates changed to \$1.60 and \$2.25, but board in clubs could be had at \$1.25 to \$1.75 per week. In 1857 the single rate, \$1.80, is given, but in clubs could be had for \$1.50. In 1863 board in the hall was offered for \$2 and in

clubs for \$1.60. Each pupil provided his fuel, and the fuel used was wood.

The total gifts of the Founder were given in 1850 as "not less than \$55,000, and of this total \$20,000 was a 'cash fund.'" Additions to the realty and endowment were made from time to time, and were given in 1863 as "not less than \$82,000, of which the 'cash fund' was \$30,000." Mr. Williston's business was hypothecated for further needs. It was a time of "high thinking and plain living."

It was also a time of serious thought, of high debate and stern resolve. Hoping to prevent, or postpone, the threatened crisis in the nation, Daniel Webster made his famous Seventh of March speech in the first year of Mr. Clark's principalship. Massachusetts was profoundly stirred, and Easthampton is a part of Massachusetts, and Williston is in Easthampton. The school breathed an atmosphere surcharged with the electricity of unsettled social, industrial and moral questions. In the presidential election of 1852 the Whig party went to lasting defeat, because it tried to be on opposing sides of the foremost issue before the nation. Nobody in Massachusetts, not even a Williston teacher, was willing to undertake its defense, or accept its brief. The Republican party arose in 1854, and fought the Fremont campaign in 1856, with free soil and free men for its battle cry. The struggle for the possession of Kansas followed, and then the eventful campaign of 1860, and what came after. History was making fast. The issue of personal freedom and human rights became paramount, and all other issues were



made secondary. Political party ties were broken, for old political creeds had lost their power to hold men. They were preparing for a new allegiance. Then the issue suddenly changed again, and men were to choose whether the union of states should be preserved.

The administration of Principal Clark occupies this period of discussion, decision, division; ending in the civil war. Young men matured rapidly, and only the constitutionally frivolous were unchanged. When the war began in 1861 the school had known only twenty years of life. Yet four hundred Williston men entered the army, and of these fifty gave their lives that the nation might live. For the most part they enlisted as privates, and more than half of the whole remained privates or non-commissioned officers. Of the remainder forty-one became lieutenants; thirty-six, captains; twenty-seven, surgeons; thirteen, chaplains; fourteen, majors; sixteen, colonels; ten rose to the rank of general. They were in all arms of the service, in each department, and left their dead on many of the great battle fields, in Libby and Andersonville. The Union is worth preserving and defending which cost the life of Surgeon Jonathan Temple, Captain Newton Manross and Captain John Griswold at Antietam; of Captain Joseph J. Henry at Roanoke; of Lieutenant Henry R. Pierce, Lieutenant John C. Coffin and Private Elisha C. Lyman at Newbern; of William H. Atkins at Malvern Hill; of Lieutenant Joseph C. Alvord at Murfreesboro; of Captain Edward L. Porter at Winchester; of Lieutenant Theodore A. Stanley at Fredericks-

burg; of General James C. Rice at Spottsylvania; of General George C. Strong at Morris Island; of Perry L. Coleman at Fair Oaks; of Lieutenant Christopher R. Pennell at Petersburg; of Major Joseph H. Converse and Private Rollin Cowles at Cold Harbor; of Daniel W. Lyman at Port Hudson; of Alvin W. Clark and Frederick P. Stone, in Andersonville; of Sergeant Henry L. Messinger and Willis Whipple before Richmond; of Edward B. Wolcott in Libby. The sacrifice of those who suffered from wounds, or wasting disease, incident to the service, was no less a part of the price paid for the nation's life.

During the first year of Principal Clark's administration he was asked to permit the organization and continuance of a literary society. Principal Wright had opposed all such organizations, because he feared they might depart from their original purpose and become subversive of school discipline. The request thus renewed was granted, and a society named Adelphi was organized in 1849. Its first president was Henry C. Hall, later a merchant in New York City, and the second was William S. Shurtleff, who became colonel of the 46th Massachusetts in the civil war, and for many years was Judge of Probate in Hampden County, Massachusetts. The decade which followed offered many burning questions for debate, and the society quickly gained prominence in the school. This is learned by correspondence with those who were active in its affairs. Its meetings were held in one of the recitation rooms, and it is assumed that records of those meetings and a list of members were once in existence,

but without effort to preserve them, they have been lost. In the autumn of 1852 the society ceased to exist, in manner explained in a letter written by one who was a member at that time. At the conclusion of a regular meeting one of their number, who boasted knowledge of parliamentary procedure, and was fond of attempting parliamentary tricks, moved "that the society should now dissolve." The motion prevailed, and was so recorded, for its unusual wording was not noted. Then the members were told that they had killed their society. A referee to whom the matter was submitted decided that the society had ceased to exist.

Near the close of the winter term, in March, 1853, a meeting was held for the purpose of reorganizing, and officers were chosen. Then, according to the record of the meeting: "It was moved that a committee of three be appointed to wait upon the teachers of the institution, inform them that we had organized, and consult with them on matters relating to our being recognized as a society; and report at the first meeting next term. It was then unanimously voted that this society should be called The Adelphi of Williston Seminary. Also voted that a committee of three be appointed to revise the old or frame a new constitution." That has henceforth been recognized as the beginning of Adelphi, and 1853, instead of 1849, is claimed as its first year. Homer B. Stevens, afterwards a lawyer in Westfield, was chosen first president. When it was assured that the society would not go the way of its predecessor of the same name, a room was provided

for it in one of the Halls and given free of rent. This room has always been well cared for by the members. A library of English classics, in cases which form the background of the president's platform, was the gift of the members of the first decade. The platform furniture, including the piano, has been the gift of those of subsequent time. The other furniture and decorations are of later date. The walls are tastefully decorated and hung with engravings of high merit, the gifts of individual members, and with group photographs of debating teams and editorial boards. The society has had a continuous existence. When interest in debating declined in the colleges and elsewhere, and literary societies of long and honorable standing ceased to exist, Adelphi still maintained its organization and meetings. Many who have been members have asserted that they derived greater intellectual benefit from it than from any similar organization. Its drill in parliamentary practice has many years been unsurpassed in school societies. With propriety the legend might have been placed over its door: "Let no man enter here who is ignorant of any portion of Cushing's Manual." Early in its history the society began holding public meetings. The program always made the debate the most prominent feature, and all other parts, including an oration and the "Oracle," the society paper, were dignified, and aimed at a high degree of literary merit. The printed program usually bore these words—the first maxim of the society: "Philosophy, wisdom and liberty support each other. He who will not reason is a bigot; he who cannot is a fool; he who



dares not is a slave." The program of 1861 bore another device, with the words, "Perge Sequar." The work of the society is shown by the exercises in these public meetings. The program of a public meeting in November, 1859, follows:

1. Reading of First Oracle. GEORGE R. DAVIS, Ware.
2. Poem. "The Two Ways." HOMER C. COOK, New Hartford, Ct.
3. Debate. Question: *Resolved*, that the Democratic Policy of Free Trade and Popular Sovereignty is detrimental to the interests of the United States.

## DISPUTANTS

*Affirmative**Negative*

PIXLEE JUDSON, Bridgeport, Ct.

WILLIAM P. AMES, Collinsville, Ct.

CHAS. M. LAMSON, North Hadley.

WILLIAM R. SAYLES, Cumberland Hill, R. I.

4. Reading of Second Oracle. GEORGE HENRY GILBERT, Ware.

5. ORATION. "Vicissitudes of Time." CHAS. ROLLIN BISSELL, Southampton.

Other questions for debate in these public meetings in 1860 and 1861 included:

"*Resolved*, That the name of John Brown is unworthy of respect."

"*Resolved*, That the course of the United States in the war with Mexico was unjustifiable."

"*Resolved*, That it is the duty of the Government to coerce the disaffected States."

"*Resolved*, That the odium cast upon the name of Aaron Burr is justifiable."

When Principal Clark retired in 1863 Adelphi had existed ten years. During that decade it had enrolled more than 700 members. A catalogue published in 1864 gives 716 names. Among the members were those who afterwards became leading lawyers, divines, pulpit or other public orators, members of Congress, incumbents of prominent offices of honor or trust, organizers and successful managers of important business enterprises. As schoolboys they had their early, if not their first, drill in extemporaneous debate and parliamentary practice in Adelphi, a drill to which they submitted voluntarily, and where, in the association of their fellows and equals, without the direction of teachers or masters, they fought fairly, earnestly and even strenuously for intellectual victory.

The Adelphi Society pin consisted of a blue scroll mounted on a black field. On the scroll were clasped hands, emblematic of the name of the society. Above these was an eagle's head, and the whole was surmounted by the letter A. A band of gold encircled the field, giving the pin a rectangular shape.

In 1854, the year succeeding the reorganization of Adelphi, another literary society was established, which played a prominent part in the life of the school during the principalship of Mr. Clark. This society was named Delta Kappa Sigma, and used the Greek letters for its designation; presumably these letters were the initials of the guiding maxim. It was a secret society, the secrets being known only to members and the principal, "Good Prex Clark," as they delighted to call him. Little is therefore known about

it. Its constitution, records of meetings, lists of members, were not printed or otherwise made known. It is known, however, that John C. Middleton, afterwards a Doctor of Divinity, and prominent churchman, was one of the founders. No other society in the history of the school has had a stronger hold on the affections of its members. It was very select, enforced regulations for deportment, stimulated the desire for excellence, and had a high ideal of literary culture and gentlemanly bearing. Under the advice and frequent direction of Principal Clark the members aimed to make the society "The Skull and Bones of Williston." Little beyond this is known. In 1863 the society was in vigorous life, and purposed to continue, as it had been, a keen rival of Adelphi in the student body.

The Delta Kappa Sigma pin was in form a Maltese cross. On the center, at the intersection of the arms of the cross, was a shield bearing the Greek letters which designated the society. On the right and left arms of the cross were circles of stars. On the upper arm was an hour-glass, with a winged globe above it. On the lower arm was the number 5857, and the word, Williston.

In November, 1860, a fugitive student publication, named "The Williston Sharp Shooter," makes mention of a society called Sigma Phi Fraternity, which claimed 1859 as date of its foundation. Nothing more was heard of this fraternity. It seems that it was born to die.

The school year was divided into three terms. The first began on the last Wednesday of August and con-

tinued twelve weeks. The second began on the first Wednesday of December and continued fifteen weeks. The third began on the second Wednesday of April and continued fifteen weeks. The year closed in the last week of July. For many years new classes were formed in the fall and spring, to accommodate those who wished to teach during the winter, in order to provide means for defraying the cost of their own schooling. During the latter years of Mr. Clark's principalship this privilege was withdrawn, and classes were organized in the fall, to continue through the year. As a consequence, for a time the largest attendance was in the fall, but afterwards the largest attendance was in the winter. This was due to the addition of those who came for one term only, and worked at home in the fall and spring. The school changed much from term to term, and the total number catalogued exceeded the average enrolment per term. The largest attendance is given in the catalogue of 1854, the total for the year being 410, and the average per term 214. The smallest attendance was in 1861-1862, when total for the year was 210, and average per term 133.

When the school closed in July, an exhibition was given, in which the graduates and others had part. The music was provided by the music department of the school. Mr. E. S. Hoadley was a teacher and leader of merit, with a wide knowledge of the compositions suited to the use of the school, himself an author and skilled organist. The selections were for chorus singing and for the organ. An address by a college professor or a clergyman formed an important



part and the concluding part of the exercises. These speakers (themes not announced) were as follows:

- 1850. Rev. NEHEMIAH ADAMS, D.D., of Boston.
- 1851. Rev. WILLIAM BEMENT, of Easthampton.
- 1852. Professor WILLIAM S. TYLER, of Amherst College.
- 1853. Professor JOSEPH HAVEN, of Amherst College.
- 1854. Rev. EDWARD N. KIRK, D.D., of Boston.
- 1855. Professor GEORGE E. DAY, of Yale College.
- 1856. President WILLIAM A. STEARNS, of Amherst College.
- 1857. Rev. JOSEPH P. THOMPSON, D.D., of Boston.
- 1858. Rev. ASA D. SMITH, D.D.
- 1859. Professor FREDERICK D. HUNTINGTON, of Cambridge.
- 1860. Professor JULIUS H. SEELYE, LL.D., of Amherst College.
- 1861. Professor E. A. LAWRENCE, LL.D., of Dartmouth College.
- 1862. No exhibition, as explained elsewhere.
- 1863. Rev. EDWARD N. KIRK, D.D., of Boston.

For the rest, twenty young men, more or less, had parts. In the early years these parts by the students were largely determined by Principal Clark's love for the ancient classics, and were: English versions of reputed speeches found in writings of Latin or Greek authors; abstracts from works like Becker's Gallus and Charicles, Grote's History, Dennis's Etruria; Latin versions or Greek versions of portions of Sheridan's comedies, or Shakespeare's tragedies; dissertations in Latin or in Greek. Usually also there were one or more colloquies written by the students. In those years audiences could not only endure, but could also enjoy long literary feasts. The

character of these exhibitions in the early years of this administration can be learned from the program for the exhibition in 1853.

Music, "*Return of Spring.*"

1. Salutory, in Latin. G. WARNER, Granby.
2. An English Version. *Speech of Alexander to his Army.* (Q. Curtius.) A. F. BEARD, Norwalk, Ct.
3. An English Version. *Extract from the Oration for Sulla.* (Cicero.) H. C. WILLIAMS, Utica, N. Y.
4. An English Version. *Extract from the 1st Olynthiac.* (Demosthenes.) J. T. BRIGGS, Orange.
5. An English Version. *Speech of Scipio to the Roman Army.* (Livy.) J. L. MORTON, Hatfield.
6. An English Version. *Speech of Hannibal to the Carthaginian Army.* (Livy.) L. T. WILCOX, Fairhaven.
7. An English Version. *Speech of M. Porcius Cato.* (Sallust.) N. WILLEY, South Windsor, Ct.
8. An English Version. *Speech of Memmius.* (Sallust.) C. H. HUBBARD, Clinton, Ct.
9. An Abstract. *Ancient Caere.* (Dennis's Etruria.) J. HOBBS, Boston.
10. An English Version. *Extract from the 2d Olynthiac.* (Demosthenes.) H. W. HUBBARD, Hatfield.
11. An English Version. *Speech of Catiline to His Troops.* (Sallust.) D. T. POTTER, Plymouth, Ct.
12. An English Version. *Extract from the Oration for the Crown.* (Demosthenes.) D. T. ROGAN, Kingsport, E. Tenn.
13. A Latin Version. *A Scene from the Rivals.* (Sheridan.)  
     Capt. Absolute. . J. H. SWEETSER, Amherst.  
     Sir Anthony . . . H. G. DELANO, Sunderland.

14. An Abstract. *Grecian Slavery*. (Becker's Charicles.) J. GRISWOLD, Lyme, Ct.
15. An English Version. *Extract from the Oration for Murena*. (Cicero.) J. J. PHILBRICK, Springfield.
16. An English Version. *Extract from Pericles' Funeral Oration*. (Thucydides.) E. L. PORTER, New London, Ct.
17. An English Version. *Speech of Galgacus*. (Tacitus.) H. G. DELANO, Sunderland.
18. An English Version. *Extract from the Oration for the Crown*. (Demosthenes.) E. T. ALLEN, Fairhaven.
19. An English Version. *Extract from Pericles' Defence*. (Thucydides.) G. D. B. PEPPER, Ware.
20. *An Analysis of Burke's Speech in Conciliation with America*. H. B. STEVENS, Norwich.
21. Valedictory. *Character Determined by the Chosen Object of Life*. W. J. SMITH, Abington.
22. A Dramatic Colloquy. G. D. B. PEPPER, Ware.

Flaccus, a Roman General . J. L. MORTON.

Titus . . . . . E. L. POTTER.

Fimbria, a Lieutenant of

Flaccus . . . . . E. T. ALLEN.

Plotius, a Captive . . . . D. T. ROGAN.

Sulla . . . . . W. J. SMITH.

Varus . . . . . L. T. WILCOX.

Son of Plotius . . . . . J. HOBBS.

Soldiers, etc.

RECESS.

Music, *Chorus*.

ADDRESS BY PROFESSOR JOSEPH HAVEN.

PRAYER.

The manuscript of one of the colloquies has been preserved, and is the property of the school library. The author was Charles E. Mitchell, afterwards U. S. Commissioner of Patents. The theme, *Cato Uticensis*, is the same as Addison's tragedy of that name. It is written in blank verse, and maintains a dignified style and worthy treatment throughout. This was the last of the colloquies, and the English versions of Latin orations were succeeded by orations or essays in English. The appointments for 1861 show this change.

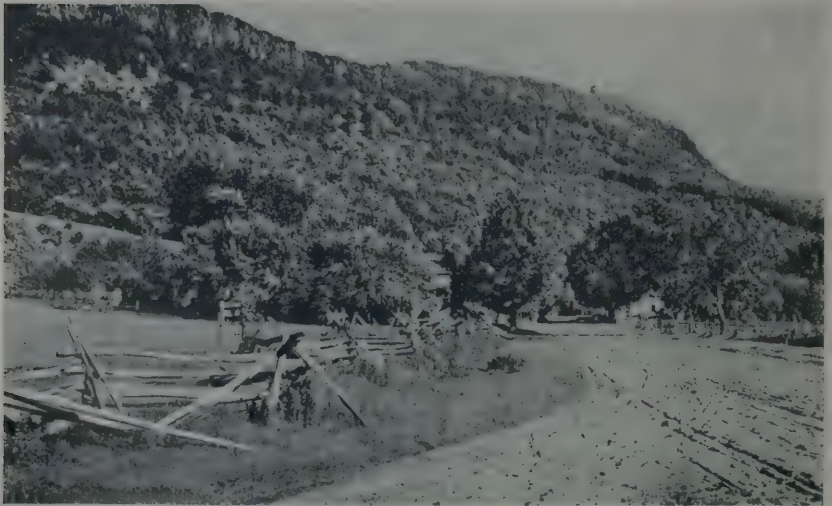
1. Salutory in Latin. JAMES T. GRAVES, Easthampton.
2. Napoleon at St. Helena. ASA A. SPEAR, Amherst.
3. An Abstract, "Roman Slavery." ROBERT E. GRANT, Chittenango, N. Y.
4. Charlemagne. CHARLES E. HARWOOD, Enfield.
5. Christian Heroism. PHILANDER THURSTON, Enfield.
6. Genius. FRANCIS H. HANNUM, Easthampton.
7. The Value of Mathematical Study. CHARLES E. BOLTON, South Hadley Falls.
8. Mdme. Roland. GEORGE S. DICKERMAN, Mt. Carmel, Ct.
9. An Abstract. Tiberius Sempronius Gracchus. STEPHEN B. RAND, Holyoke.
10. The Use and Abuse of Fiction. JOHN F. ALLEN, Pittsfield.
11. Haroun Al Raschid. CHARLES H. SMITH, Beirut, Syria.
12. William Wallace. JOHN L. THOMPSON, Lancaster, Pa.
13. Count Cavour. HENRY M. TYLER, Amherst.
14. Sir Philip Sidney. ROBERT McEWEN, Buffalo, N. Y.
15. Valedictory. Classical Studies. JAMES L. BISHOP, Rochester, N. Y.







DISTANT VIEW OF MT. TOM  
With reflection in Nashawannuck Pond.



A NEAR VIEW OF MT. TOM

Athletic sports, now so prominent among school activities, cannot be said to have flourished in the decade 1850-1860. Money was contributed by some members of the school for the erection of outdoor gymnastic apparatus in 1850. This was to take the place of apparatus which had fallen to decay. This in turn fell to decay, and was renewed at various times until the erection of the gymnasium in 1864. The first organization for promotion of athletic sports was in 1858 or 1859, when an attempt was made in boating. The organization of the Yale navy in 1853 attracted attention in the schools. Three clubs were organized in Williston, the *Iris*, the *Nereid*, the *Undine*. The *Iris* was the club of the English Department, and its history is best known. One of the other clubs was a Senior Class club. The *Iris* club was organized in June, 1859. Thirty-one names are signed to the constitution, of whom two were teachers. One of these, Mr. Henry S. Jewett, is named as coxswain, but he was really the stroke oar that pulled the club into existence and kept it alive. An attempt was made to purchase a boat from Yale, but it failed. Then a shell, named *Sabrina*, 40 feet long, that had been used in a Yale-Harvard race, was bought from Harvard for \$75, and transported to Easthampton at a cost of \$30. It was rechristened the *Iris*, and launched with great ceremony. A collation was spread in a grove near the Nashawannuck pond, of which the clubs *Iris* and *Nereid* partook. A bottle of wine was broken over the bow of the boat, and she was committed to the water. The uniform adopted was a sailor's hat, with

a blue and white ribbon hanging over the left shoulder, white duck trousers, dark blue shirt with a wide sweeping collar, and a belt lettered "Iris Boat Club." Mr. Jewett had had experience in boating, and he drilled the crew. In due time the Iris and Nereid clubs met in a regatta. Then the Nereid ceased to exist. In 1860 the Iris and the Undine met in a race. Soon after disaster overtook the crews. A boat house had been built on the shore of the pond, in which the property of the navy was stored. In November, 1860, this house was entered, the boats were smashed, and all other property was destroyed. It was a loss valued at \$500. Then the navy ceased to exist. There was small encouragement to renew the attempt.

In 1860 mention of a Williston Football Club is met, having a president, secretary, treasurer and corresponding secretary. But there is no record of games. Alumni speak of round ball in the years 1850 to 1860. There was an Independent Baseball Club in 1860, having a list of officers. But its games were among its own members, and it did not long continue.

The Christian influence and religious life of the school were always matters of earnest concern, we might say solicitude, with Mr. and Mrs. Williston. In the constitution of the school very definite instruction was given the trustees regarding the character not only, but also the religious beliefs, of those who should be chosen as teachers. This, was with the evident purpose to avoid needless divisions and dissension in creeds, and, having relegated such sub-



jects to the forum of conference rather than debate, to concentrate the power, conserved and not wasted, upon the development of right lives. To secure positive leadership in this was plainly Mr. Williston's motive for seeking in 1849 a preaching principal. He abandoned the plan because the increasing demands upon his limited income overtaxed it. Instead of a school church with affiliated families, the outcome was a family church with affiliated school; and the history of that church has become an important part of the history of the school. A wise Providence directed the choice. The Founder sought fruit from the influence of the Christian teachers. The records of the annual meetings of the trustees contain the items in the report of the principal which were thought important. Most prominent among these is always the attitude of the school towards evangelical religion. It was a period of church revivals, of earnest effort to secure personal commitment and supreme, because worthy, choice in sacred things. This was regarded the purpose of a church and the reason for its existence. The community would be right, and civic betterment would be secured, when individual members of the community were right. The report by Principal Clark from year to year that some members of the school had made positive and personal choice of the Christian life during the year then closed, gladdened the heart of the Founder. He found more cheer and hope in the saving of these souls, than in dividends or favorable balance sheets; and he did not lightly esteem business success.

At the beginning of Mr. Clark's principalship the school was still worshipping in the original church of the town. The purpose and plan to establish a second church progressed, and in May, 1852, the Payson parish was organized. According to law and custom this was the natural order, for the parish was and remains the natural body, owning the property and providing means for the administration and work of the church. The Payson Church was organized on July 8, 1852. The parish and church were named for the first pastor of the First Church in Easthampton, Payson Williston, the father of the Founder. While their first building was being erected, the new church, one hundred members from the First Church and others, worshiped in the town hall, but the school remained in the First Church. The building was ready for use on the first Sunday in January, 1853. The school was transferred to the new church, and occupied the portion of the house which has since been assigned them for Sunday worship. Rollin S. Stone was pastor, having succeeded Rev. William Bement in that office, and in the trusteeship of the school. Mr. Stone resigned his pastorate of the mother church, to become pastor of the Payson Church. At the opening of the year 1854 this church building was burned. The school returned for Sunday service to the First Church. When the second building was nearly ready for occupancy in September, 1854, it also was burned, probably through the carelessness of a chance visitor. The school remained during the year 1854-1855 in the First Church. The third building was occupied in September, 1855. The illus-

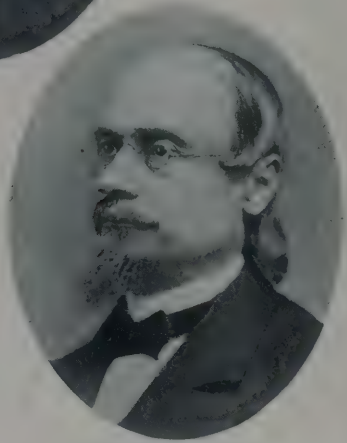
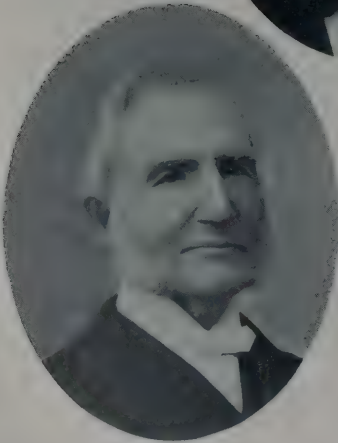
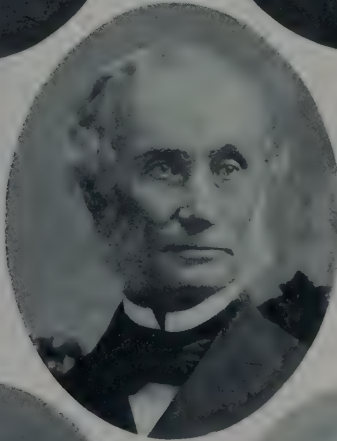
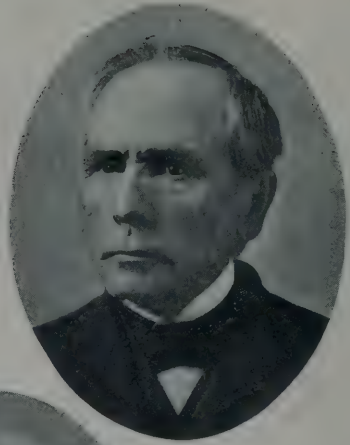
tration facing page 132 gives the appearance of that church. The steeple of this building was overturned by a gale of wind on January 1, 1862. It crashed through the roof into the audience room, making the house unusable, and necessitating extensive repairs. These repairs were not completed before the end of the school year, and in consequence of this no exhibition was held in 1862, because no suitable room of sufficient size was available. During these resultant repairs an important change was made in the interior of the church. In the original building the choir gallery was opposite the pulpit, and the choir faced the preacher. But the audience could not face both the preacher and the choir at the same time. A question of etiquette arose. During service by the choir should the audience arise and, turning backs toward the clergyman, face the choir? A division resulted, and some faced one way, others faced the other way, and the remnant faced all ways. Pastor Stone said that at such times his congregation was like a keg of nails, heads every way. The Williston boys followed the example of their elders; some faced Mr. Stone, some the choir, and others the wall. During the repairs of 1862 an extension of the church was built, and the choir gallery was placed behind the pulpit platform. This removed the cause of perplexity, and prevented the nearest approach to a church quarrel which the Payson congregation has known. The Payson Church has continued the church home of the school. The students are welcomed to all church functions and activities, and they often bear a part. The exercises of Anniversary

Week are held there, and the parish house is opened for the use of the school, when desired, and mutual convenience permits.

When Mr. Clark began his service, the school had two buildings, one of them the original building, a two-story house of wood, commonly called the "White Seminary," because of its paint. On Wednesday, March 4, 1857, at four o'clock in the afternoon, a fire broke out in the dormitory section of this building. Its origin is unknown, but all students' rooms were then warmed by stoves in each room, and the fuel was wood. The carelessness of boys was, therefore, a source of constant danger. An alarm was given, but the building was made of material suited for a quick fire, and the village had nothing better than a hand engine for fighting the flame. In a short time the whole structure was in ruins. So rapid had the progress of the fire been, that several students were unable to get access to their rooms, and lost all their belongings, furniture, books and clothing. Flying brands set fire to other houses, but bucket brigades were organized, and prevented further loss. On the morning of March 5 the Payson Church bell took the place of the school bell which had gone down. The school gathered in the church vestry for chapel service, and the young ladies had their study room in a room known as the committee room. In this way the school went through the spring term, graduating its class, and sending them on to college. It was a strong class, forty-seven in number. Thus the work of the school suffered little interruption, and only a few left because of loss and derangement of plans.







JOHN P. WILLISTON  
Trustee 1841-1871.

REV. AARON M. COLTON  
Trustee 1854-1881.

REV. S. G. BUCKINGHAM, D.D.  
Trustee 1850-1898.

REV. JOHN H. BISBEE  
Trustee 1850-1891.

REV. GORDON HALL, D.D.  
Trustee 1855-1879.

An insurance of \$10,000 was received, and Mr. Williston added enough more to erect a brick building on the site, a building still in use, and now known as South Hall. In the original building the chapel was on the second floor. In the present hall this is on the ground floor with offices in front. When built, the new hall had the study room for the young ladies on the second floor, and also the society room for Delta Kappa Sigma and two recitation rooms. On the third floor was the senior class recitation room, the hall of the Adelphi society, the library, and the cabinet of stones, minerals and soils. The library had Principal Clark's especial aid and care. He importuned for appropriations and solicited gifts. He had great satisfaction and pride in seeing it grow to more than 1500 carefully selected volumes. Dr. Hitchcock was the indefatigable collector for the cabinet, and this remains today much as he left it in 1861.

When Mr. Clark entered upon his duties as principal, the board of trustees included the Founder as president; his brother, John P. Williston, a business man in Northampton; his brother-in-law, Joel Hayden, a manufacturer in Williamsburg; Hon. William Bowdoin, a lawyer in South Hadley; Rev. William Bement, pastor of the local church; Rev. Sumner G. Clapp, pastor of the church in Cabotville (now Chicopee); Rev. Solomon Lyman, a retired clergyman living in Easthampton; Professors William S. Tyler of Amherst, and Mark Hopkins of Williams; Rev. George E. Day, pastor of the Edwards Church, Northampton; and the principal. Of these the

Founder, John P. Williston, Joel Hayden, Professor Tyler and Rev. Solomon Lyman continued as members throughout Mr. Clark's administration. Among those who became trustees during the decade 1850-1860, and gave many years of service to the school were Rev. S. G. Buckingham, pastor of the South Church, Springfield; Rev. J. H. Bisbee, pastor of the church in Worthington; Rev. A. M. Colton, pastor of the First Church, Easthampton; Rev. Gordon Hall, pastor of the Edwards Church, Northampton; Rev. Nehemiah Adams, of Boston; Rev. Rollin S. Stone of Easthampton; and Hon. R. B. Hubbard of Amherst. Others who served for shorter terms were Rev. G. C. Partridge, of Greenfield; Rev. David Coggin, of Westhampton; Professor Noah Porter, of Yale; Hon. William Hyde, of Ware; Wellington H. Tyler, A.M., of Pittsfield. The board was composed of men of recognized scholarship and professional ability, and men of safe business judgment. They were strong men, and among the leaders in their chosen fields of labor.

Yet Samuel Williston remained the dominant member. This resulted because the realty and invested funds of the school were wholly his gift, because no other held the school in such affectionate esteem, and was so able and willing to render aid when needed, but also because he had a fixed purpose for the school, although that purpose was not yet expressed in a definite plan. What should be the church home of the school had been satisfactorily settled. But the English College! Williston was to be an English College. The Founder never put what he meant in words,



but it has been written for him in the revolution in courses of study and methods of instruction which our country has experienced. Manual training and commercial courses in our public schools; institutions of technology and engineering opened in every part of our Union, and grown in a few decades in membership and public esteem to most commanding positions; scientific departments opened in the most conservative of the older colleges and universities, where world-wide reputations in classical culture had been maintained and deserved; and in a few years these scientific departments rivaling the academic side in thoroughness of work and excellence of scholarship, and in enrolment; these must be accepted as illustrations of the English College.

In Josiah Clark's day the ancient classics were not only dominant, but patronizingly predominant. The "Englisher" was regarded a being of lower mental caliber and inferior aim. It can now be seen that revulsion against this extreme was sure to come, but it was not in view then. To claim that Samuel Williston foresaw it all would be to ascribe to him prophetic vision. But he was at least a man of clear vision, so so far as he did see, and of sane judgment. He gave facts a fair chance, for he knew they would claim it and take it. He saw with alarm that the English Department in his school, once the largest in numbers, was declining; and he questioned whether, if conditions remained unchanged, that part of the school would languish and perhaps disappear.

The records of the trustees suggest the increasing discussion over divergent views and an attempt to

reach a compromise. The report of the meeting in 1862 shows that a crisis was imminent. The secretary recorded: "From the report of the principal it appeared that the number of pupils attending last year was fifty less than the average attendance in 1861, and sixty-five less than the average for the last twelve years." The depressed state of the country, owing to the civil war, was recognized as causing this in part. Then follows: "An examination of the catalogues for the last fifteen years shows a diminution of English scholars of about 70 per cent.

In 1847 the number was 286.

In 1851 it was 235.

In 1860 it was 136.

In 1855 it was 163.

In 1861 it was 124.

In 1859 it was 155.

In 1862 it was 86."

This decrease was ascribed to increase of public high schools, normal schools and scientific departments in colleges. The local causes named were reduction of the number of teachers as an economical expedient, the lack of appropriations for apparatus, etc., in the English Department, and the increase of tuition. Among the recommendations of the principal was employment of additional teachers in the English Department. Mr. Hubbard approved and urged all the recommendations of Mr. Clark. The action of the trustees was as follows: "Resolved, that while we would not give any less prominence than heretofore to the Classical Department, we are strongly desirous to sustain and elevate the English Department; that we are ready to make appropriations of money, so far as the funds of the Institution will allow, for the increase of apparatus; that we desire

the principal to give the English Department all the attention he can consistent with his other duties; and that Mr. Hubbard be requested to take the particular oversight and responsibility of the instruction in the department, and to exert himself especially for its increased prosperity and success." This vote must have been dictated by the Founder.

This implied reproof could not improve conditions so long as a stronger teaching force and better material for instruction were not provided. Mr. Clark was a classicist. He was one of the really great teachers our country has known. Some of his pupils have said in their mature age that they never had as good as he, either in college or out. Others have admitted only one or two in the class with him. He was aided by most of the best teachers in the school. Mr. Hubbard was almost alone on the other side. The board of trustees were nearly all of them classical scholars. The influence of the colleges was overwhelmingly in favor of the ancient classics. Classical studies offered the most promising entrance to a career. Yet, against all this Mr. Williston took his stand. Mr. Hubbard did what he could for the chief whom he loved, but plainly the year 1862-1863 was to be decisive for or against the administration. Mr. Clark's friends came to his support, and he prepared the review of his principalship from which quotation has been made. Dr. Hitchcock, who had left the school in 1861, attempted a defense. A part of his summary was as follows: "Mr. Wright, as principal eight years, had as aggregate of catalogue totals 3998 students, a yearly average of 499. Mr.

Clark, as principal fourteen years, had as aggregate of catalogue totals 4660, a yearly average of 333. But under Mr. Wright the school had four terms each year, and few stayed through the year. Under Mr. Clark the school had three terms each year, and an increasing number pursued a college preparatory course and remained through the year. As a consequence the average attendance per term was greater under the second principal."

Mr. Clark became convinced that he could not satisfy Mr. Williston, whose ideal, perhaps, seemed to him unattainable, and he resigned the office in 1863. He removed to Northampton, where, in co-operation with James Field Spaulding, of the Williston class of 1857, he opened a private school, with the name, "Round Hill." The school did not prosper, and Mr. Spaulding withdrew, read for orders, and entered the ministry of the Protestant Episcopal Church. Mr. Clark bought a homestead, and for a few years received private pupils. In 1875 he was elected professor of Latin and Greek in Smith College for young ladies, which had been opened in Northampton in the preceding year. In the same year Yale College conferred on him the honorary degree of LL.D. His health failed in 1877, and he resigned his professorship. He died in the Northampton home May 30, 1878. He rests in the Bridge Street Cemetery in that city.

In the fall and winter of 1879-1880 contributions were solicited among alumni who had known Mr. Clark, and with the fund thus obtained, J. H. Witt of New York was commissioned to paint his portrait.



This was presented to the school at the Anniversary, June, 1880. Judge W. S. Shurtleff (1850) of Springfield presided. Judge James M. Barker (1856) of the Massachusetts Supreme Court made an address, and Rev. John C. Middleton, D.D. (1855) read a poem. In presenting the portrait, Judge Shurtleff said: "We present this portrait to you as that of one who had no predecessor, and can have no successor in the hearts of his scholars, assured that you will prize the gift, and give it honorable place upon these academic walls. Receive it, gentlemen, in token of our gratitude to the school for the school's gift of him to us, and of our love for the institution, the interests of which it is your privilege to foster and guard, and our earnest desire and purpose to promote." Dr. Middleton's poem is a *Thanatopsis*, with visions of immortal life, and rhapsodies of Christian faith and hope. Tributes to Dr. Clark are interspersed throughout. A few are here quoted.

WHAT can I weave for our Master and Friend,  
 Still our Master and Friend, though the turf is above  
 him,

For a wreath o'er his name, so revered, to suspend  
 As a token to show how we loved and still love him?

Could I allure into loftiest lay,  
 Wedding Vergil's sweet notes to the splendors of Homer,  
 All the thoughts that well up in our mem'ries to-day,  
 Each remembrance full freighted with love's true aroma,

Then, round the name we have honored so long,  
 Should the glory-crown equal our highest endeavor;  
 For the love of his sons, made immortal in song,  
 Should enwreath it with amaranth blossoms forever.

We lack not the will, but the dexterous art;  
 And the blossoms we weave are but home born and  
 lowly,  
 Still our love to the lowliest ones shall impart  
 All the fragrance and beauty that spring from love  
 solely.

---

OUR memory consecrates this hour  
 And, binding with a potent chain  
 The present to our past again  
 Restores our schoolboy life once more.

Those noble hills still heavenward rise,  
 Still runs yon stream with gurgling tides:  
 Each distant prospect still abides  
 Beneath the same o'er-arching skies.

And yet these very scenes reveal,  
 To us, who mourn a common friend,  
 A change we scarcely comprehend;  
 But still, a change we see and feel.

All seems the same! and yet we miss  
 The one who held a father's place —  
 His loving words — his kind embrace —  
 All seems unchanged, save only this.

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God bless the teachers in whose soul  
 Both earthly wisdom and divine —  
 God's truth, and human science — join,  
 While love adorns and binds the whole!

Such men are sent of God, like John  
 To herald in the coming man:  
 And have a place in his great plan  
 To haste his perfect kingdom on.

Such was our Master! On his knees  
He learned the wisdom that inspires  
Young hearts with strong and high desires,  
And kindles noble sympathies.

Far happier than we heeded then,  
We spent the hours in conning o'er  
With him the page of classic lore;  
Reading of demi-gods and men.

Scanning the Mantuan Bard's song,  
Or Chian Homer's swelling verse:  
Now pausing for him to rehearse  
Some episode of right or wrong.

To gild the right with fitting praise,  
Or, from his sense of honor born  
To brand the evil deed with scorn:  
Supremely just in either case.

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VICE never lost its hateful mien,  
Because in classic toga dressed:  
While every virtue was confessed,  
Although in common garments seen.

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HE was no pagan moralist  
With heathen ethics overlaid  
By thin veneer of Christian creed;  
But all his truth he sought in Christ.

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THROUGH his own life the same law ran:  
And so before his boys displayed,  
In all he wrought, or taught, or said,  
The perfect Christian gentleman.

OH fearless watcher for th' eternal future!

O pure, calm soul, that patiently could wait  
For the bright angel with the golden token,  
In God's own time to open heaven's gate!

To thee, beyond the dark and cheerless river,  
Whose ceaseless ebb and flow we faintly hear,  
We send our greeting; as we promise ever,  
While life shall last, to hold thy memory dear.







*From a portrait by Bartlett*

MARSHALL HENSHAW

## CHAPTER VI

### MARSHALL HENSHAW, PRINCIPAL

**P**RINCIPAL CLARK was succeeded by Marshall Henshaw. The first and second principals were natives of Massachusetts and graduates of Yale. Dr. Henshaw was born in Bethany, Wayne County, Pennsylvania, and was a graduate of Amherst College in the class of 1845. He taught Latin and Greek in Williston Seminary one year, 1845-1846; studied one year in the Union Theological Seminary in New York, 1846-1847; was tutor in Amherst College two years, 1847-1849; taught Hopkins Academy, Hadley, one year and one term; taught Pinkerton Academy, Derry, New Hampshire, two and one-half years; taught Dummer Academy, Byfield, about seven years; was professor of Mathematics and Natural Philosophy, now called Physics, in Rutgers College four years. He was called from Rutgers College to Williston in 1863. New York University conferred upon him the honorary degree of LL.D. in 1863, and Amherst College honored him with the degree of D.D. in 1872. He brought to Williston a high reputation for scholarship, and this reputation was deserved. He was more versatile in his attainments and intellectual interests than either of his predecessors. He was a personal friend of Professor William S. Tyler, having been his pupil in

Amherst, and afterwards his associate in the Amherst faculty, and during many other years his near neighbor. He was the third principal Professor Tyler had selected for Williston at the request of the Founder. He was chosen because of his known ability as a teacher of Latin and Greek, and equally because of his known interest in Mathematics and mathematical science, and his success as instructor in those subjects. He was chosen because Mr. Williston sought a man who showed promise of giving the school a chance to realize that hope for an English College which the Founder cherished. With the sympathetic interest of the Founder, and the co-operation of the next most influential member of the board of trustees, joined with his own confidence of his ability to do the work assigned, conditions seemed favorable for a successful administration.

But other conditions opposed. Dr. Henshaw succeeded one of the most efficient teachers of the ancient classics that our country has known. Josiah Clark was not a maker of text-books. He was himself a living text-book. He did not content himself with giving to his pupils printed directions for procedure; he walked with them through the paths of knowledge. The boys learned to discriminate by seeing him discriminate, learned to admire by seeing him admire. He won the hearts of all excepting the unresponsive and incorrigible. Dr. Henshaw was a scholar no less than Mr. Clark. The changing shades of meaning, the intricate and delicate turns of thought and expression in the Latin or Greek texts did not escape him. But with him, the process of education was not



a delightful progress through beautiful landscapes, but a toilsome building of beautiful temples, requiring most painstaking work on the foundation and walls before attempting ornamentation. Accuracy — be accurate — was written all over the walls of his classroom; even a dull imagination could see that. With Josiah Clark a good recitation was a joy for all day. With Marshall Henshaw a mangled translation was highway murder.

Dr. Henshaw was a great drill master. One of his best pupils, a leader in his class here and afterwards at Yale, was known to say he never stood to recite in one of the Doctor's classes without having his knees tremble under him. That process of education is good for most boys, but few boys enjoy the process. Dr. Henshaw was a tireless worker. He inherited a strong physique, and a highly nervous temperament; he had struggled against great odds for his own education; he had endured great privations which few, if any, of his pupils were called to endure. He had learned in whatever state Providence placed him therewith to be content, and he worked to the end. He had few of the graces of life; with him neither time nor opportunity had sufficed for such things. He could not flatter; he had small store of compliments, and he used what he had awkwardly. But he was downright honest. He was absolutely sincere; there was no wax nor veneer upon him. He did not lack sympathy; he had so much that he needed to be on his guard lest his sympathy should weaken his judgment. Cunning boys discovered this, and deceived him sometimes. He expected every-

body in Williston, pupils and teachers, would work as hard as he. One winter an epidemic of mumps invaded the school. Dr. Henshaw insisted that this gave no reason for intermitting school work. A poor lesson from one boy was not to be excused because some other boy had mumps. No pupil was to slacken study because he doubted whether he had ever had mumps, and might be a victim. Convalescence was not to be prolonged beyond reason. And mumps at the best is only a child's ill. After some days of this tension, the unexpected happened, and the Doctor himself had mumps. The delight of the boys can be understood, and especially the hopeful expectancy of the senior class. But the true steel of the strong man was then to be seen. Through all this discomfort and pain he omitted no duty. He was promptly at his place each morning, conducted morning prayers, held his class in Latin the full two hours, and in the afternoon met the class in Greek for one and one-half hours, and attended evening prayers. The greater the pain the firmer his grip. If he had driven before, the driving then was like the driving of Jehu, furious. All the boys, especially the seniors, were ready to welcome the principal's recovery.

Josiah Clark and Marshall Henshaw were different personalities. They were two types of men; neither could be the other man. Yet each was strong. The friends of Mr. Clark saw no good reason for the change of principals. During fourteen years the school had prospered. The record of Williston men in scholarship was notable, surpassed by the men from no other secondary school. The change seemed to these former

pupils and friends of the school undesirable, since it was improbable that a man could be found of the same type as Mr. Clark, and who would continue and maintain the traditions of the school then operative. When it was found that a man of different type had been installed, some withheld approval, others openly expressed disapproval. This created a condition which was a source of discouragement. It almost invited laying new foundations, and building again, instead of adding to, and building upon, what had been builded. A man of less strength might have weakened. But Dr. Henshaw had had no part in the conduct of the school during the years 1849-1863, and was in no respect responsible for any influence which led to Mr. Clark's resignation. His only fault, if fault it was, was that he accepted appointment to the vacancy. He had definitely retired from work in secondary schools and had entered upon the professorship in Rutgers, expecting to make that his service for the remainder of his working days. He had reluctantly returned to work in an academy because he had been persuaded that his duty to the cause of education demanded the return. When he realized the adverse conditions, what wonder that he thought he had made a mistake? Having accepted the task, however, he was held by more than one influence to accomplish that task, or at least attempt its accomplishment. Chiefly, he was expected to co-operate with Mr. Williston in giving reality to the yet undefined "English College."

Luther Wright had organized a school that should satisfy the needs of "Old Hampshire." It was a

good school; co-educational, because girls needed education as well as boys, and often made better use of it. But whatever the conception of the English College, it could not be limited in its service to Old Hampshire County, and if it was to be like other so-called colleges of England and America, it could not be co-educational. Therefore, Dr. Henshaw asked that the school be made a boys' school, and that was done in 1864. With substantial aid from Mr. Williston the town of Easthampton opened the public High School in 1864, and Miss S. Elizabeth Chapin, who had been preceptress in the Seminary during the first year of Dr. Henshaw's administration, was chosen principal of the new school. For a quarter century and more Miss Chapin remained at the head of this high school, attaining for it a high standard of excellence in scholarship, and, by her own example teaching the culture which should accompany scholarship. The town, and especially the womanhood of the town, are under obligation to her which no salary could pay, for such service is not bought in the market.

Next, Dr. Henshaw urged that the staff of teachers and material for instruction should be increased in the English Department. This was repeating with increased emphasis Principal Clark's modest recommendation made in 1862: "That the interests of the Seminary, as well as the cause of education in this community, demand the employment of another English teacher in the Seminary." Dr. Henshaw adopted another recommendation made by Mr. Clark in 1862: "That the Seminary should provide some system of physical training for its pupils."



Mr. Williston's business had been more successful during the five years next preceding, and although applications for aid of worthy causes had been numerous, and he had responded favorably to many, he was able and disposed to respond to this call from the school when repeated at the beginning of the new administration. The room in the English Hall (now Middle Hall) which had been used by classes in science, was remodeled, fitted with lecture tables; water and gas were introduced; and the room was reseated on rising platforms. Professor William S. Clark, professor of Chemistry in Amherst College, was engaged to give a course of lectures in that science each year. The room in the Classical Hall (now South Hall) which had been used as a study room for the young ladies was fitted with cases; a lecture table, with gas and water; and reseated upon rising platforms. An unusually ample and valuable collection of apparatus was bought from American and foreign manufacturers at an outlay of \$3000. In subsequent years this collection was more than doubled. The room was then designated as the lecture room in Natural Philosophy, and Dr. Henshaw was engaged to give substantially the same course of lectures which he had given in Rutgers College on that subject. A collection of specimens in mineralogy and geology was bought from Dr. Edward Hitchcock, and added to the collection already owned by the school, bringing the estimated value of that collection up to \$1500. A manikin, skeleton and other material for instruction in anatomy, physiology and hygiene, were provided at cost of \$600. Additional

maps and globes for use in teaching physical geography were provided. But the provision which called for even larger outlay was the introduction, as a part of the school work, of the department of physical education, modeled after the then new Amherst system of compulsory gymnastics. Land adjoining the campus was bought and added thereto. A gymnasium was built and equipped with the apparatus then in vogue, the first gymnasium built for an academy in the country. These additions to the property of the school, at a cost approximating \$30,000, were made during the years 1863-1865. They were attended by an increase in the number of teachers.

Mr. E. A. Hubbard, who had entered the service of the Seminary in 1848 and had continued in that service with exception of two years, when he was acting as principal of the Fitchburg High School, had consented to remain after Mr. Clark's retirement. But noting the large plan for reorganization of the work of the school, and assuming that the new administration would have a freer hand if assignment of his work did not obtrude, he again offered his resignation. This he made decisive and final by engaging with other citizens of Easthampton in the organization of a local national bank, of which he became the first cashier. This ended the service of one of Williston's best teachers, who at that date had served the school longer than any other. When he retired from the school, those who had enjoyed association with him here and had profited by his instruction sent many expressions of thankfulness and





ELI A. HUBBARD  
Teacher 1848-1854 and 1857-1864.



RUSSELL M. WRIGHT  
Teacher 1843-1847 and 1863-1882.



good wishes, and by small gifts from a large number a valuable gold watch was purchased and presented to him.

Russell M. Wright succeeded Mr. Hubbard as the leading teacher in the English Department. He became responsible for text-book work in Chemistry and Natural Philosophy, and conducted quizzes on lectures given in those sciences by others. He taught a class in Physical Geography in the fall term, Zoology in the winter term and Botany in the spring term. Laboratory science was not known. Instruction was given by book, by lecture, by work in the field. He also taught Geometry in the English side of the school. Mr. Wright was a native of Easthampton, and a graduate from Williams College in the class of 1841. He taught Latin, Greek, Botany and English Grammar in Williston Seminary, 1843-1847. He then went south and was principal of a young ladies' seminary in Athens, Georgia, from 1858 until the beginning of the civil war. He was then forced to abandon his work and return north. After serving as principal of Castleton, Vermont, Academy one year he came to Williston and began work with Dr. Henshaw in 1863. For one year he taught Latin and Greek, and then assumed the headship of the English Department. He was a wise choice. Pupils found in him the patient teacher, the wise counselor and kind friend that others had found in Mr. Hubbard. His service exceeded in length of years the service of Mr. Hubbard. He remained through Dr. Henshaw's principalship.

The English Department was strengthened in

1864 by the addition of Judson Smith as teacher of Mathematics and Mental Science. Mr. Smith was a member of the Williston class of 1855, and graduated from Amherst College in 1859, and from Oberlin Theological Seminary in 1863. He was tutor in Oberlin College, 1862-1864, and taught in Williston, 1864-1866. Afterwards he was professor of the Latin language and literature in Oberlin College, 1866-1870, and professor of Church History in Oberlin Theological Seminary, and General History in Oberlin College, 1870-1880. He accepted election of corresponding secretary of the American Board of Commissioners for Foreign Missions in 1884 and removed to Boston. In the office of foreign secretary he served the churches most efficiently until he was released by death in 1906. He was chosen trustee of Williston Seminary in 1885. He was also trustee of Oberlin College, and served on the managing boards of other institutions or organizations of charity or benevolence. He published many addresses and monographs, and contributed to philosophical and theological reviews. He was ordained to the Christian ministry in October, 1866, and preached almost regularly thereafter. Amherst College conferred the honorary degree of D.D. upon him.

Dr. Smith was succeeded by Joseph H. Sawyer, a graduate of Amherst College, in 1865. He had taught in Monson Academy one year before coming to Williston. His service in the chair of pure and applied Mathematics continued throughout the principalship of Dr. Henshaw. He also taught Economics, Mental Science and History. In those years all

teachers were expected to meet six classes each day, and devote one hour to each.

The work in the English Department was strengthened by the addition of assistant teachers. John H. Jenks, who began work in the school during Mr. Clark's administration, remained as teacher of English Grammar and Arithmetic for three years, 1863-1866. Hiram B. Putnam, a graduate of Amherst, 1860, was added as a teacher of Mathematics, 1863-1864. Retiring in 1864, Mr. Putnam studied theology and entered the Christian ministry. Mr. Jenks retired in 1866, studied in Germany, taught German in Washington University, St. Louis, Missouri, read medicine and settled as a physician in St. Louis. Thomas S. Smith, Amherst, 1866, succeeded to the work of Mr. Jenks, 1866-1867, and was followed by Frederick W. March, Amherst, 1867, for the year 1867-1868. Both read theology afterwards, and entered the foreign missionary service; Mr. Smith under the American Board in Ceylon, and Mr. March under the Presbyterian Board in Syria. During the succeeding years of Dr. Henshaw's principalship Joseph T. Tracy, Williams, 1866, David Hill, Amherst, 1871, and E. Monroe Wright, who had served with Luther Wright, and who returned for a temporary service, 1871-1872, each had part in the instruction in Arithmetic and English Grammar, usually in connection with other work in the school.

The first catalogue issued by Dr. Henshaw in 1864 contained this statement regarding the English Department: "This department is designed to occupy an intermediate place between the ordinary academy

or high school, and the scientific departments of college, and to give young men a thorough discipline which will fit them for any position in practical life. The course of study occupies three years, and there are three regular classes, which hold a co-ordinate rank with the corresponding classes in the Classical Department. Students who complete the course of study honorably receive the school diploma, and members of the class thus graduating have part in the anniversary exercises. Four teachers devote their whole time to the department, and besides this special lectures in the sciences are provided." This was accepted by the Founder as sufficient realization of his conception of an English College, to be followed by other enlargement as opportunity and means favored. It was an advance upon the plan formed by Josiah Clark. But the cost of maintaining even this advance soon proved greater than the financial resources of the school permitted, and the number of the teachers in that department was reduced from four to three.

The best advance made in the English Department was not made by increasing the number of teachers, but by a beginning in better assignment of duties, whereby departments were determined by subjects, and not by grades of the pupils. The assignment was temporary, for none could foretell what the demands of education would be, especially in science teaching.

The work of the Classical Department, however, was more definitely fixed; it may almost be said it was stereotyped. The teachers in this department, from the beginning, had their work determined by



the grades in which they taught. Excellent results had been had, especially during the principalship of Mr. Clark. No change, therefore, was made. The senior class was taught by the principal, excepting that their preparation in Mathematics and in English was made under teachers in those subjects in the English Department. The middle class recited to one teacher in all subjects. The junior class recited to another teacher in all subjects. The course of study covered three years, with a sub-junior division who began Latin before entering upon the regular course.

M. F. Dickinson was the middle class teacher in 1863-1865. He was a graduate from Williston in 1858, and from Amherst College in 1862. He had taught the junior class during the last year of Principal Clark's administration, and succeeded to the care of the upper class upon the death of William A. Richards. Aside from his efficient work in the classroom, Mr. Dickinson was known to the boys of that time as Captain Dick, for he organized the school into companies and drilled them in military evolutions. He was also active in awakening an interest in declamation, and through his influence Mr. J. P. Williston endowed prizes for excellence therein. He resigned in 1865, studied law, and engaged in the practice of his profession in Boston. There he had a long, honorable and prosperous career, until through declining health he was forced to find relief from all work. He lived in retirement in Amherst until his death in 1915. Mr. Dickinson was one of the executors of Mr. Williston's will, and one of the trustees of funds left for the benefit of the school.

He was chosen a member of the board of trustees of the school in 1872, and was president of the board, 1895-1912. He served on many important committees of the board, and gave frequent addresses at the school before pupils and friends. He was also commissioner of charity fund of Amherst College, and trustee of Massachusetts Agricultural College.

Francis A. Walker graduated from Amherst College in 1860. At the opening of the civil war he entered the army, and served to the end upon the staff of the commander of the second corps, first on the staff of General Couch, and afterward on the staff of General Hancock. He rose to a colonelcy during the war, and at the close was brevetted brigadier-general for gallant conduct. He taught in Williston 1865-1868. Because of repeated attacks of quinsy, and by advice of his physician, he retired for a time from the work of the instructor. He served on the editorial staff of the *Springfield Republican*, 1868; was deputy special commissioner of internal revenue at Washington, 1869; superintendent of census, 1870; commissioner of Indian affairs, 1872; professor of History and Economy in Sheffield Scientific School for a time. But the service for which he will be longest remembered was as president of the Massachusetts Institute of Technology.

Edward P. Smith was teacher of the middle class, 1868-1870; a graduate of Amherst College, 1865; a teacher born and bred when he assumed direction of this important part of the Seminary. He had studied theology in Oberlin and Andover, but he chose teaching as his life-work. Into that life-work

he put all that was best in him, sparing nothing, and although a strong man by heredity, and conscientious in care of that strength, he was compelled by overwork to seek rest and recuperation. The years 1870-1872 were given to travel in Europe. Elected Professor of Languages in Worcester Free Institute (now the Worcester Polytechnic Institute) in 1872, he returned to Europe for study. From 1873 to his death in 1892, he ably filled the chair of Language at Worcester. He was licensed to preach in 1872, but he was never ordained, and seldom prepared sermons. He devoted himself with religious consecration to the service of the young men who gathered in his classroom. He consented at rare intervals to prepare anniversary or historical addresses, and some of these were printed and circulated. Syracuse University conferred on him the honorary degree of Ph.D.

Charles H. Parkhurst, Amherst College, 1866, came to Williston in the spring of 1870, to instruct the senior class during Dr. Henshaw's absence on leave in Europe. He had been principal of the Amherst High School, 1866-1868, and had given some time to study and travel abroad before 1870. Upon the retirement of Edward P. Smith he was appointed teacher of the middle class, and remained in the position two years, 1870-1872. Like his predecessors he was an accurate and enthusiastic scholar, and he awoke within his pupils a love and ambition for good scholarship. But teaching was not his chosen life-work; at least such was his decision after mature reflection, and he left the schoolroom in 1872. He studied theology in Halle, Germany, became pastor of the Con-

gregational Church in Lenox, Massachusetts, and then entered upon his life-work as pastor of the Madison Square Presbyterian Church in New York City. His championship of militant Christianity, and campaigns for civic righteousness, are matters of public knowledge. His pastorate continues and its results grow not less. Many of his sermons have been printed and circulated. He has received the honorary degree of D.D. from Amherst College, and has served as trustee of the college. He has found time and strength to answer many calls to public service.

Herbert B. Adams, who graduated from Amherst College in 1872, followed Dr. Parkhurst as middle class teacher. This was in the nature of a supply, or as a substitute for John K. Richardson, who had been chosen, and who had asked for opportunity for study and travel abroad. Mr. Adams brought the enthusiasm of youth to the performance of his task here, and he was aided in the control of his classes by the reputation for high scholarship which preceded his coming. When boys visited him in his Williston room they saw all available spaces covered with outlines or syllabi of his studies in history. His familiarity with the subjects he was called to teach left him much time for these favorite studies. He literally lived in the historic epochs mapped on his walls. When his engagement at Williston ended he gave himself unreservedly to the study of history; received his Ph.D. for work done in Germany, and then began his life-work as professor of History in Johns Hopkins University, Baltimore. His work soon commanded the attention of the college world, and



students sought his lecture room to learn his methods. He was honored with scholastic degrees by his alma mater, and other literary institutions and societies, and was offered the presidency of more than one college. He and his pupils published many historic monographs. His is a clear case of a brain overworked, and physical life could not survive. As of Michael Angelo so might it be said of him, the work left unfinished seems greater than all he did, although he accomplished more than most. To others were left uncompleted tasks, and the beginnings which were suggested rather than begun.

John K. Richardson entered in 1873 upon the work to which he was elected in 1872. He was a veteran of the civil war, having served in the 22d Massachusetts three years. He graduated from Amherst College in 1869, one of the leading scholars of his class. He had taught in the Amherst High School a short time, and had been Walker instructor in Mathematics in Amherst College before coming to Williston. He taught in Williston three years, 1873-1876. Teaching was his chosen profession, and to it he brought careful preparation, rigid adherence to the essentials of the lesson during recitation, sincere devotion to the best interests of his pupils, practising honesty toward them, and demanding honesty in return. He has given himself without reserve to the chosen profession. He left Williston when Dr. Henshaw resigned. He taught for a short time in Cincinnati, Ohio, and then returned east. For many years he has been on the teaching staff of the Boston Latin School.

During this administration the junior Classical class was well cared for. The teachers, with terms of service, were as follows: Russell M. Wright, 1863-1864; Charles M. Lamson, 1864-1865; Henry M. Tyler, 1865-1866; Charles H. Chandler, 1866-1867; William H. White, 1867-1868; William C. Peckham, 1868-1870; Edward G. Coy, 1870-1872; Anson D. Morse, 1872-1875; Charles F. Eastman, 1875-1876.

Mr. Wright has been mentioned as continuing in service as Mr. Hubbard's successor.

Dr. Lamson was a graduate of Williston, 1860, and of Amherst College, 1864. He returned to Amherst in 1865, and was tutor in Latin two years. He studied theology, and again was tutor in English one year at Amherst. He then entered the Christian ministry. His best known parishes were Salem Street, Worcester; St. Johnsbury, Vermont; and Center Church, Hartford, Connecticut. For many years he was president of the American Board of Commissioners for Foreign Missions. He was the orator at the celebration of the semi-centennial anniversary of the school. From his alma mater he received honorary D.D.

Professor Tyler was a graduate of Williston, 1861, and of Amherst College, 1865. He spent a year and more in study abroad, and then returned to Amherst as tutor in Latin. He was professor of Greek in Knox College, Galesburg, Illinois; pastor of Calvinistic Church, Fitchburg, and for many years professor of Greek in Smith College, Northampton. He has been a member of Williston Seminary trustees since 1885, and president of the board since 1912. Honorary D.D. was awarded him by Amherst.

Mr. Chandler was a member of the Amherst class of 1864, but he gave two years to the service of his country in the civil war, and graduated in 1866. After leaving Williston he taught in secondary schools for a few years, and then chose journalism.

Mr. White graduated from Amherst College in 1867. He remained a teacher in secondary schools.

Professor Peckham was another member of the Amherst class of 1867, and had been principal of the Leicester Academy one year before coming to Williston. His health failed in 1870, and he made the tour of the world in a sailing vessel, seeking rest. When he resumed teaching he went to Brooklyn, New York, where for many years he has been professor of Physics in Adelphi College.

Mr. Coy was a graduate of Williston, 1864, and of Yale, 1869. Following his work in this school, he was tutor in Yale one year, when he went to Phillips Academy, Andover, where he taught Greek many years, and had large part in the growth and renown of that school. He accepted the invitation of Mrs. Hotchkiss to aid her in establishing the school she wished to open at Lakeville, Connecticut. He was principal of Hotchkiss School until his death, and was chiefly instrumental in giving it its high standards and worthy traditions.

Dr. Morse was a graduate of Amherst College, 1871. He spent the year following in Europe. Upon the close of his service in Williston he again went abroad for study. For many years he was professor of History in Amherst College. The department of History became prominent in the College under his

direction. The best men were attracted to his classroom to learn his methods, and the Amherst men now occupying chairs of History in various colleges attest the power and worth of his influence. The honorary degree of LL.D. was conferred by Union College and later by Amherst.

Mr. Eastman was another Amherst College man who came to Williston. He served during the last year of Dr. Henshaw's principalship, and remained for a time afterward.

The middle Classical class had six different teachers, and the junior class had nine in the thirteen years of Dr. Henshaw's principalship. The teachers changed, but the course of instruction changed not. Three, or at most four Latin authors, two, or at most three Greek authors, and the same portion of each, was the requirement. The Latin authors and the Greek authors in academy and college were parts of the same well defined course. The classics read in school were a preparation for the readings taught in college. The teacher, who could conduct a class through what was required of one writer or orator, could be trusted to conduct the class through the work of another. Moreover, each of the fifteen men named in this list was a scholar of commanding ability in language and literature. They brought to their work in Williston the enthusiasm which accompanies new tasks. To them the classroom was not a humdrum round. The boys were new and the work was fresh. They showed in their work here the power and inspiration which characterized their achievements in later life. Of these fifteen men, six became college professors, and







WILLISTON SEMINARY, 1868

North Hall, at the left, was built on the site of the First Church. South Hall, at the right, was built on the site of original school building. The Gymnasium, in the rear, stands on ground added to campus.

one of these a college president. In addition three others were for longer or shorter time college tutors. One became an eminent clergyman, another a leading lawyer. Five continued in the work of education in schools. The Classical department was ably taught in these years, and each teacher found the opportunity here a vestibule to the profession he had chosen. In that time experience of two or more years in an academy was thought good preparation for the duties of the college professorship, or the work of the ministry, or law. The doctor's degree from some foreign university was not yet esteemed a *sine qua non*. The requisite was that the man chosen had shown in some other field a native or acquired gift to teach. Then the college boy was esteemed of first importance rather than the college subject. The emphasis was on the pupil, and the power to communicate.

To further strengthen the school Dr. Henshaw renewed the recommendation of Principal Clark that provision should be made for the physical education of the pupils, and for teaching the laws of health. The gymnasium was built in the year 1863-1864, the first academy gymnasium. Compulsory exercise of some sort was introduced in the curriculum in imitation of the Amherst system. In the beginning the gymnasium building contained a recitation room, and material was there provided for instruction in human anatomy, physiology and hygiene. The first instructor in this department was Henry Hill Goodell, a member of the Williston class of 1858, and of the Amherst College class of 1862. He was born in Constantinople, where his father was stationed as

missionary under the American Board of Commissioners for Foreign Missions. During the year 1862-1863 Mr. Goodell served as first lieutenant in the 25th Connecticut, 19th corps, and was engaged in various battles in Louisiana and Mississippi. He volunteered in the "forlorn hope" for a hazardous charge at Port Hudson. During 1863-1864 he superintended the building of the Williston gymnasium. He was director of physical education, and instructor in Physiology and Hygiene in Williston, 1864-1867. He was called to the chair of Modern Languages in the Massachusetts Agricultural College in 1867, the year the college was opened. He served also as librarian in the college. In 1886 he was chosen president of the college, and that institution owes much of its present prosperity and influence to his wise and strong administration. He died in office in Amherst, 1905. In 1891 Amherst College conferred on him the honorary degree of LL.D. Dr. Goodell published addresses on agricultural and historical subjects and army life, and monographs on epochs or portions of English literature. Dr. Goodell gathered and published the "Honor Roll," Williston's part in the civil war.

The next director of physical education and public speaking was Elihu Root, a graduate from Williston in 1863, and from Amherst College in 1867. He served two years, 1867-1869, in Williston, when he left to study theology. He was tutor in English in Amherst College, 1870-1871. During the next three years he studied physics in Göttingen, Leipsic and Berlin, Germany. He was chosen professor of Phys-



ics in Amherst College, and entered upon the duties of that chair with promise of noteworthy success. But his early death intervened. So strong was the impression made by his high scholarship and noble character upon the student body of the college, that a memorial tablet has been placed in the recitation room he used.

Mr. Root was succeeded by Joseph T. Tracy, who began work in Williston in 1866, as teacher of the lower English branches. Mr. Tracy was born in India, the son of a foreign missionary. He graduated from Williams College in 1866, and had taught two years before coming to the Seminary. He was director of physical education and teacher of Arithmetic two years, 1869-1871. After leaving this school he continued as instructor in schools in and near New York City.

Captain David Hill became director of physical education and instructor in public speaking in 1871. He had graduated from Amherst College in the class of that year, but he came to Williston a man thirty-three years of age. As a youth he had enlisted in the 121st New York for service in the civil war, and later was transferred to the 152d New York. His regiment was a part of Hancock's corps, and saw most of the fighting which fell to the lot of the Army of the Potomac. When the battles about Spottsylvania Court House began, the regiment was a mere remnant of its former self, and Captain Hill was the ranking officer. He led his men in Hancock's charge on "the salient," and was severely wounded in the struggle which ensued. Then followed months of painful,

but successful effort to avoid amputation of his right hand, and a slow convalescence. Then he resumed his preparation for college. It was a good fortune for boys to have the leadership of such a man. When he resigned in 1876 he entered upon the study and practice of law. The years which ensued were filled with struggle against the ills resulting from his army life. When, in 1900, his life ended, a public funeral was accorded him. On the flag-draped coffin was laid his sword, in the hilt of which was embedded the bullet which had pierced and shattered his right hand.

These directors of physical education were not athletes, as the term is now understood. But they had the elements of leadership. Two had been army officers in actual war. Two afterward became college professors, and one a college president. Their credentials were sufficient, albeit they were not professional trainers of star athletes.

Another department was added in 1872. In the list of teachers for the year 1872-1873 is a teacher of Drawing. The first attempt was unsatisfactory, and the work awakened no interest in the school. Major Henry E. Alvord accepted appointment in 1873, and the work became a progressive course, ending in mechanical and architectural Drawing. This was valuable, and without difficulty it became a required part of the curriculum. Major Alvord was a native of "Old Hampshire," and a graduate of Norwich University, Vermont. He was a member of the 2d Massachusetts Volunteer Cavalry, and by successive promotions gained the rank of major, this last promotion being made after the battle of Five Forks.

After the close of the civil war he was on duty in the Freedmen's Bureau, in Virginia and Carolina. Then he entered the regular army as captain in the 10th Cavalry, and served in campaigns on the western plains under General Sheridan. He was professor of Military Science and Tactics in Massachusetts Agricultural College, 1869-1871. He resigned from the army in 1871, but served as special Indian commissioner to the Sioux, 1872-1873. Major Alvord's experience in other prominent and important offices made him a most valuable addition to the Williston faculty. Not only in the work especially assigned, and which he organized and efficiently conducted, but in all affairs of the school his counsel and labor brought permanent benefit. He remained in the service of the Seminary until 1881. In the years following he was engaged in the promotion of agriculture, as conductor of an experimental farm in Orange County, New York; professor in the Massachusetts Agricultural College; president of the Maryland Agricultural College; chief of the Dairy Bureau, Department of Agriculture, Washington, District of Columbia. His life ended suddenly in St. Louis, on the grounds of the Louisiana Purchase Exposition, where he was director of the exhibit of the national government.

The instruction in modern languages had been given generally by the preceptress during the years 1841-1864. It is fair to assume that the classes were composed chiefly of young ladies. French was the only language offered. In the catalogue of 1850 occurs the announcement: "The French Depart-

ment, the coming year, will be under the direction of Mons. Louis Tribus, a native of France, who will also, if desired, give lessons in the German language." Elsewhere in the catalogue it is said: "Tuition for the French and German languages will be \$5.00 per quarter." The name, Louis Tribus, appears among the teachers in the catalogue of 1851, but there is no mention in the records of the trustees that he was recognized by them as an officer of the school. His name is absent in the catalogues of 1852-1854, and the preceptress is the teacher of French, with no charge for that language. Mons. Tribus's name again appears in catalogues, 1855-1864, the rates for tuition having been raised, and no extra charges being made.

The young ladies were withdrawn from the school in 1864, and the demand for modern languages declined. The colleges had not yet named them among required or elective subjects for admission, and the schools of science and technology had not risen into prominence.

Beginning in 1864, French, so much as was desired, was taught by one of the regular teachers. Dr. Goodell added it to his duties, 1864-1867. Professor Root taught it, 1867-1869. William P. Morgan, a graduate of Bowdoin College, 1867, was teacher of modern languages and public speaking, 1869-1871. Then instruction in French and German became prominent.

Mons. Charles A. Lador became teacher of modern languages in 1871, and remained several years. Mons. Lador was born in Switzerland, educated at Lausanne, and the Sorbonne and College de France,



Paris. He had taught in Robert College, Constantinople, and in America had studied two years in Union Theological Seminary, before coming to Williston. He was an accomplished scholar, a successful teacher, and agreeable companion, a Christian gentleman. After leaving Williston he taught in Brooklyn, was professor of French in the Brooklyn Polytechnic Institute, and conducted a mission among the poor of that city. But he still regarded Easthampton his home, and his last resting place is in a cemetery in this town.

Mr. Williston was interested in music, especially chorus singing, and purposed having this a part of the school work. This had been possible in the early years of the school, especially during Mr. E. S. Hoadley's connection with it. He retired at the close of Mr. Clark's principalship. Thereafter H. J. Rudd taught vocal music until 1867. L. V. Barnard, 1867-1869, and Alfred R. Hallett, 1869-1871. But the increase of other interests in the school life caused the attendance to decline, until the instruction was suspended in 1871. Penmanship was taught by A. L. Strong in private classes, 1848-1870, when this was made a part of the work of the teacher in Drawing.

Dr. Henshaw was principal thirteen years. Thirty different men were associated with him in the work of instruction, although the faculty numbered less than ten in each year. Changes were frequent, but efficiency was maintained. These associate teachers were able men. Twelve of them became college professors, of whom three became college presidents, and another declined election to that office. Three others were college tutors. Three became

eminent as clergymen; two became foreign missionaries. Two became leading lawyers, one a journalist. Four remained teachers in secondary schools, and one became principal of a prominent academy.

From association with these teachers pupils went forth with stronger desire for the acquisition of knowledge not only, and with a better judgment of what knowledge is worth acquiring, but also they went with wider sympathies and more earnest purpose that a right use must be made of knowledge acquired. A list of themes chosen by the young men for graduation day shows that though Greek and Latin Classics had large place in their courses of study, the outcome was a group of modern thinkers. The program for Senior's Day in 1875 is offered. This is the list of speaking parts, all of them original.

1. Salutory in Latin. JAMES A. WAINWRIGHT, Easthampton.
2. Are High Schools to supplant Academies? WILLIAM W. FISKE, Charlton.
3. True Character. FREDERICK W. PEASE, Chester Center.
4. How to Achieve Greatness. WILLIAM DEL. BARNES, Brooklyn, N. Y.
5. The Future of the New England Mountain Towns. CHARLES F. POTTER, Enfield.
6. The Treatment of our Sailors. WILLIAM J. SEELYE, Amherst.
7. Reserved Power. CHARLES W. RAINEY, Kinderhook, N. Y.
8. The Sphere of Law. FRANK W. MARSH, New Milford, Conn.

9. Christian Culture the Hope of Nations. FREDERICK M. LEONARD, Easthampton.
10. Hasty Construction. WILLIAM M. DECKER, Margaretville, N. Y.
11. Independence of Character. HERBERT S. JONES, South Sudbury.
12. Philosophical Oration. Reciprocity. ELISHA W. JONES, East Hartland, Conn.
13. Judas Maccabaeus. WILLIAM B. SEELYE, Amenia, N. Y.
14. French Oration. Béranger, Le Grand Chansonnier Français. JOHN H. CHOLLAR, Worcester.
15. Scott's Highlander. EDWARD T. BLAIR, Chicago, Ill.
16. Minute Men of the Revolution. EDWARD S. FOWLER, Millbury.
17. Physical Culture. CHARLES O. BREWSTER, Jr., Brookfield.
18. The Inspiration of Music. CHARLES E. PLATT, Waterbury, Conn.
19. Scientific Oration. The Saxon Shield-Wall. CHARLES H. JOHNSON, Easthampton.
20. Popular Lying. Valedictory. HENRY S. GREEN, New Milford, Conn.

The defense offered by Dr. Hitchcock for his friend, Josiah Clark, has been quoted, wherein it was said that for the eight years of Luther Wright the aggregate of the catalogue totals was 3998, a yearly average of 499. But the school had four terms each year then, and the student enrolment was largely changed from term to term. For the fourteen years of Josiah Clark the aggregate of the catalogue

totals was 4660, a yearly average of 333. But the year then had three terms, and the enrolment did not change so largely from term to term. To this statement can be added that during the thirteen years of Marshall Henshaw the aggregate of catalogue totals was 3031, a yearly average of 233. But the young ladies' department had been withdrawn, and the change in enrolment from term to term was decreasing. A fairer comparison is found in average term attendance. During the first thirty-five years of the school, a period covering the first three principalships, the term attendance never exceeded 220, and never fell below 150, the variation following the rule that the school declined in the spring term, and the change was as great in one year as in another. Therefore little significance attaches to these figures and comparisons.

Another comparison is more significant. Under Luther Wright 95 per cent of the pupils were from New England, 60 per cent from Hampshire County, of whom one-half were from Easthampton. It was an "Old Hampshire" academy. Under Josiah Clark 85 per cent of the pupils were from New England, 33 of the whole were from Hampshire County, of whom one-half were from Easthampton. Under Marshall Henshaw 50 per cent of the pupils were from New England, only 10 per cent of the whole from Hampshire County, of whom half were from Easthampton. The change, begun under Josiah Clark and continued under Marshall Henshaw, had caused the school to cease to be local and become national.



Another marked change was the relative prominence of the two departments of the school. During the last years of Josiah Clark's principalship the English Department was 50 per cent smaller than the Classical Department. Under Dr. Henshaw the English Department (changed in name to Scientific Department in 1870), equaled and even surpassed in number the Classical. Dr. Henshaw insisted that neither surpassed, but that they existed on a parity.

The school year consisted of forty weeks. It began in the last week in August with a term of thirteen weeks, ending before Thanksgiving. A second term of fourteen weeks began in the first week of December, and ended in the last week in March. A third term of thirteen weeks began early in April, and ended the last week in June. The year closed with public exercises of various sorts, including an exhibition by members of the graduating class. The valedictory was assigned to the scholar of the highest rank, and the salutatory in Latin to the second scholar. The other parts were original orations in English, and usually about twenty young men spoke. The audience always filled the Payson Church. The prizes for excellence in school work during Principal Clark's administration were suspended in 1863, with exception of prizes in declamation offered for the first time in that year by John P. Williston. These were funded by the donor, and have been continued. In 1867 Hon. E. H. Sawyer gave a fund for maintenance of two prizes to be awarded for best examinations in studies in the Classical department. H. H. Elwell, Esq., of Norwalk, Connecticut, gave a prize "for the

best speaker in the class in Oratory," in the years 1871-1877.

These results could not have been obtained if resources had not been increased. The school had more teachers and better material than it had had at any previous time. Yet the amount and importance of this increase was exaggerated then, and has been exaggerated since. Dr. Robert P. Keep in an article upon the school published in the *New Englander* for March, 1865, said of this period: "With the administration of Dr. Henshaw was inaugurated an earnest attempt, while sacrificing nothing of the reputation which the Academy had gained as a classical school, to superadd a completely organized Scientific Department of high excellence, and to this end the strong wills of Mr. Williston and Dr. Henshaw were unitedly bent, and for this object money was unstintedly expended." To say "money was unstintedly expended" is extravagant, and contrary to fact. Mr. Williston was never so rich that he could expend money for anything without stint. Moreover, he had most embarrassing business troubles during this period, and it is known that these prevented benevolences which he had purposed and would gladly have bestowed. The school was straitened for money each year, as every growing school has been and is straitened.

Josiah Clark began service in Williston Seminary with salary of \$1000. When that service closed he was receiving \$1200 and use of his house. Dr. Henshaw began with \$1600, from which rent of the house was deducted. This was increased from time

to time. Dr. Judson Smith and General Walker began service at \$1000 per year, President Goodell at \$800, and Dr. Lamson at \$600. This was certainly not lavish use of money, in view of the quality of service obtained. The last catalogue issued by Principal Clark in 1863 contained this statement: "The whole cost of the buildings, grounds, necessary fixtures, apparatus, library and cabinet of minerals, amounts to \$41,000. The Seminary has a cash fund of \$30,000 safely and properly invested, and productive real estate worth several thousand more. The whole amount of the donations of the single individual to whose munificence the public are indebted for the Institution, is not less than \$82,000." The first catalogue issued by Dr. Henshaw in 1864 says: "Additions have been made, from time to time, by the Founder, to its buildings, apparatus and funds, until the whole amount of donations has reached the sum of \$140,000." This increase during the year 1863-1864 included the cost of the gymnasium, addition to the productive funds and apparatus, and enlargement of the school yard. The inventory of the property, as given by the treasurer, was: productive funds, \$66,745; productive real estate, \$28,900; unproductive real estate, \$43,600. Sundry gifts of the Founder doubtless made the total more than \$140,000. The productive funds were yielding annually \$4200. Yet the expenses of the school during the year 1863-1864 exceeded the income \$2060. Again, in the following year the deficit was \$2000.

Then Mr. Williston decided to increase the pro-

ductive real estate. The First Parish consented to sell their land which adjoined the school yard, provided the church could be removed to another suitable site. Mr. Williston assumed the expense of this, and the church was removed to the north side of the park. On the land thus obtained another dormitory was erected, having forty rooms for students, part of them for single occupants, and part of them double rooms *en suite*. On the ground floor of the building two recitation rooms were provided, one in the east end and the other in the west end of the building. Thus two important buildings were added within three years. Such addition had not been made since the opening of the school in 1841-1843. The property of the school was increased to \$225,000. But this did not prevent annual deficits. The wants of an English College will outrun its income. The deficits were somewhat reduced, but each year the Founder paid \$1000 or more to balance the books, and from time to time he added to the productive funds. The salary list increased from \$5000 and more in 1864 to \$14,000 and more in 1875.

In the spring of 1870 Dr. Henshaw went to Europe for rest and purchase of additional apparatus. By gift from members of the board of trustees Mrs. Henshaw accompanied him. Valuable and expensive apparatus was bought, especially in physics, astronomy and surveying, and photographs, maps and charts in other parts of the school. The school observatory was built in 1871. The set in optics, acoustics, electricity, astronomy and surveying was



for that time made superior to the equipment of any other academy. Alumni of the school began to aid, and the gift of an herbarium of 2000 specimens was made by E. S. Miller, of the class of 1868.

To meet the increasing expenses of the school, the price of tuition was raised to \$60 for the year, and extra charge was made for modern languages and use of gymnasium. The Founder continued to pay annual deficits. In 1874 the total amount of funds given by the Founder amounted to \$270,000. This was three times the amount that had been announced in 1863. In view of his business reverses during these years, and subsequent financial losses, this increased giving testifies to Mr. Williston's courage and benevolence. But it does not mean that the school had that valuation of property in 1874, for this sum included the cost of the original building which was burned in 1857. It included cost of wear and loss in buildings and apparatus. Nor does it mean that the school owned an amount of productive property approximating that amount. Much the larger part of the school property was *unproductive*. Even the so-called productive real estate was not greatly productive. After the first years of use the cost of upkeep in the dormitories greatly reduced the net result received. The expenses of the school exceeded its income each year. Wealth had not been lavished on the school, as some supposed and others believed. Mr. Williston had no wealth to use lavishly, and he was not given to extravagance and waste.

The Founder remained, as from the beginning, the president of the board of trustees. Only five

names disappeared from the list during the thirteen years here reviewed. Wellington H. Tyler by death, John P. Williston by death, William Hyde by resignation, Rollin S. Stone by removal from the vicinity, and Josiah Clark by retirement from the principalship. There were added Marshall Henshaw *ex officio*, Colonel William S. Clark of Amherst College faculty, Rev. Dr. Samuel T. Seelye, pastor of Payson Church, two of Mr. Williston's business associates, Hon. Horatio G. Knight and Hon. Edmund H. Sawyer, Marquis F. Dickinson, Esq., of Boston, and A. Lyman Williston of Northampton. Professor William S. Tyler remained the Founder's constant and trusted adviser.

When Dr. Henshaw became principal, the school had two literary societies, Adelphi, which, since its reorganization in 1853, had been prominent and had drawn to its membership much of the best in the student body (a catalogue issued in 1864 contained 844 names), and Delta Kappa Sigma, which was one year younger. What the latter was, besides being literary, only the members knew, for it was secret. Probably its secrets were trivial, and for that reason important, even essential. Dr. Henshaw objected to secret societies. He explained his objection to the trustees, and they voted in 1864 that Delta Kappa Sigma must cease to exist. The society was permitted to hold a public meeting, followed by a banquet. The public meeting was very dignified, the best talent of the society being secured for the literary program. The property of the society was sold, and the room which they had occupied became a recitation room. The



A. LYMAN WILLISTON  
CLASS OF 1853.  
Trustee 1873-1915.





chairs were purchased by the Seminary, and a portion of these still furnish the principal's office. Adelphi was left alone, and its membership was drawn from all parts of the school. The growth of the English Department introduced friction, for the Englishers demanded eligibility to the presidency, and the Classical section asserted their incapacity. Trouble ensued. In the winter of 1870, by a skillful political combination, an Englisher was elected president. So serious was the condition thus created, that appeal was made to the faculty as a court of appeal, although nothing in the constitution recognized such a court. The faculty was in weekly session when a committee appeared to present the grievance. A committee of the faculty was appointed to hear and render opinion. A hearing was held in one of the recitation rooms, and each side presented its case.

Compromise was not possible. The faculty committee therefore recommended that since they could not agree to live together, they should live apart, and a second society should be organized. To this all agreed. The new society should draw its membership exclusively from the English or Scientific Department, and no Classical boy be eligible thereto. The Adelphi should draw its membership exclusively from the Classical side, and no Scientific boy be eligible thereto. The constitution of each society was changed also to define eligibility to various offices, the presidency being limited to the senior class. Thus the Gamma Sigma came into existence, not secret as its predecessor, although using Greek letter designation. These letters are the initials of the Socratic

maxim, which being translated is, "Know Thyself." A room which had done service as a recitation room was granted to be used as the meeting place. The two societies henceforth continued in friendly rivalry.

The Adelphi gave a public exhibition in the town hall in March, 1871, consisting of reading of the society paper, an original oration, a debate and music. The question discussed was: "Resolved, That San Domingo ought to be annexed to the United States." Prizes of \$20 and \$10 were offered for best individual debates.

Each society issues a paper which in manuscript form is read at the weekly meetings. These papers — that of the Adelphi called *Oracle*, and that of the Gamma Sigma called *Mirror* — consist of sketches, jingles, personals, with some serious matter. During the decade 1870–1880 the societies published at intervals printed numbers of their papers, composed of contributions which had appeared in issues read in the regular meetings. Not more than one issue in any term was attempted, and by mutual courtesy neither society published a paper in a term when the other society had announced its purpose to publish. The magazine form was adopted by both, but the last issues of the *Oracle* were in newspaper form. These papers were serious and ambitious attempts for schoolboys, as will appear from sample tables of contents. In December, 1877, the Gamma Sigma Society published the *Mirror* with this list of contents: Editorial; Chemistry in the Eighteenth Century; Boating; Ambition; Art of Printing; Law; Friendship; Cardinal Wolsey; Music; England's

Interest in the Eastern Question; Alumni Notes; Locals; Items; Catalogue of the School; Advertisements. In May, 1878, the Adelphi Society published the *Oracle* with this list of contents: A Hudson Fancy (a poem); The Use of Tobacco at Williston; The Study of Latin; Variety; Battle of Marathon; The Phonograph; Lessons of Life; Character of Ulysses; The Last Train (a rhyme); Founder's Day, June 17 (a poem); Alumni Letters from Yale and Hamilton; Editorial; Miscellany; Advertisements.

The religious organization was continued among the students throughout this period of the school's history. But it lost its name of "Society for Missionary Inquiry." The civil war, with the discussions attending and succeeding it, engrossed the thought and effort of youth. The war itself was fought by young men, and young men had much to say about what should be afterwards. The zeal of the crusader for the recovery of pagan lands gave place to the devotion of loyalty for the delivery and protection of our own land. Yet foreign missions received substantial re-enforcement: Robert A. Hume to Ahmednugger; the Howlands, Samuel to Ceylon, William to Madura and John to Mexico; Dwight W. Learned to Japan; and Harvey Porter to the Syrian Protestant College, Beirut.

Regulated physical exercise and athletic games had larger place in the life of the school in the years under review than they had in any previous time. The days of wood fires were past, and the rooms were warmed by coal stoves. Each occupant bought his coal and carried it upstairs to the closet in his room,

unless he was of the number who could hire this service done by another. But in either case the exertion was much less than the labor of sawing wood. Needed physical exercise was sought in play. The Williston Guards, organized in the previous year, occupied the field in 1863-1864, still under command of "Captain" M. F. Dickinson. The gymnasium was opened in 1864, and proved very popular. The class drills were novel, the gymnastics sufficiently difficult and hazardous. Visitors were frequently present at the daily exercise, and exhibitions were cheered by a full house. The attendance increased until admission was controlled by ticket. Football was played somewhat in 1864-1865. The game was not the American Rugby, developed later, nor Association, and not a combination of these. There were few bothersome rules and much exhilarating sport. The only game played with another school was lost to Wesleyan Academy. The Harvard-Yale baseball games began in 1865, and Williston had its first baseball games with visiting teams in the following year. The game in some form had been played in the school for five or more years. Williston was one of the first schools to play this game. The playground was small, and football gave way to the more popular sport. Baseball was played at all times during the year when weather conditions permitted. A series of games between Classical and English was always played, and class games were numerous. In the beginning the only games with teams outside the school were played with nines from Easthampton or neighboring towns. Later matches were had with Amherst Col-



lege and the Massachusetts Agricultural College. A baseball game monopolized the playground, and the majority of the school gained no benefit from the exercise. Attempts were made therefore to introduce contests in "track and field events." In 1875 Mr. William E. Dodge offered prizes for excellence in such contests. But, lacking a properly prepared athletic field, the attempt was disappointing and was not continued. Any chapter on physical exercise at Williston Seminary would be incomplete which should omit mention of the walks and rides in the country surrounding the village, the mountains, especially Tom, the Loudville mines, the groves with their wealth of flowers and nuts, the fine roads, the trout streams, the pure and invigorating air.

With the close of the school year in June, 1866, the school had completed twenty-five years. The trustees decided to postpone recognition of this because of building conditions surrounding the new dormitory. The celebration of the quarter centennial of the opening of the school occurred July 2, 1867, in connection with other anniversary exercises. On that day the alumni and friends of the school assembled in the gymnasium at half past nine o'clock, A.M. A cordial welcome was extended by the principal. Rev. R. S. Storrs, D.D., of Brooklyn was chosen president of the day. A procession was then formed under the direction of Major H. H. Goodell, and, preceded by the Germania band of Boston, marched to the Payson Church. There the exercises included an historical address by Professor William S. Tyler, D.D., of Amherst College, a prayer of dedi-

cation by Rev. Nehemiah Adams, D.D., and an oration by Professor Cyrus Northrop of Yale College. Professor Northrop was an alumnus of the school, in the class of 1852. Following his service in Yale, and as collector of customs in New Haven, he was for many years president of the University of Minnesota. Drs. Tyler and Adams were trustees of the school, and Dr. Storrs was a member of the first board of teachers, 1841-1843. Following the exercises in the church, dinner was served in the Methodist Church, a new building recently erected, but not yet furnished. Dr. Storrs presided, and in addition to him the speakers after dinner were the Founder, the three principals, Luther Wright, Josiah Clark, and Marshall Henshaw, President Woolsey of Yale, President Stearns of Amherst, Professor Northrop and General F. A. Walker. A poem was read by Charles H. Sweetser, a journalist in New York City, and a member of the class of 1858.

A more fitting appointment for historical discourse could not have been made. On another occasion he said that he knew the school before it was born. And no other trustee had influenced the educational standards of the school so much as he. One who shall attempt a history of the twenty-five first years of the school must consult this discourse for facts, and the causes which determined events. The theme of Professor Northrop's oration was a defense of existing courses of study in college. Some of the criticisms or objections to the current system of education, he said, were trivial: as that with all our boasted increase of knowledge, the country had as great men,

or even greater men, in the past, than it had then, and that men of no college education often excelled college graduates in public life and in the professions. For answer to the first: if children could inherit knowledge as they inherit property, the claim that successive generations should produce increasingly great men would have weight. But however great the store of knowledge available, each child must begin with the alphabet as those before have begun, and if resulting scholarship is not as deep, it is much broader. For answer to the second: no device of man can supply original or native talent, but education increases the efficiency and manifolds the power of what talent a man has. Clay and Webster were both men of great native ability. Each was an orator, commanding listening senates and swaying fickle multitudes. Clay, without education, had limited vocabulary and narrow range of thought. Webster, college trained, naturally logical and lacking imagination, came to possess varied gifts of oratory. Today nobody reads Clay's speeches. Many read Webster. The criticism that the college training is not practical was pronounced untrue, for the training which increases one's power to think is eminently practical, increasing his efficiency in whatever service he chooses to engage. Defending existing courses of study was not opposing all suggested improvements in them. Making courses of study elective, so that pupils should study only what they like, was not favored. The improvements advocated by the speaker were that all drill in the forms and structure of language, in the foundations of mathematics and science be

done in the secondary schools, leaving the college course to be occupied with the literature of other times, and the applications of mathematics and science to the arts. Secondly, since all language study is designed to make better students and users of our own language, increasing prominence to English should be given in college. In conclusion, Williston Seminary was commended as being one of those schools that could do for the colleges the service suggested.

The review of twenty-five years included the part borne by Williston pupils in the civil war. Professor Tyler spoke of it. But it deserved ampler mention. Henry H. Goodell, 1858, Lieutenant in the 25th Connecticut, prepared the "Roll of Honor," and the work was so well done that few additions have been made since then. This has been mentioned on a previous page, but it deserves second mention. This was Lieutenant Goodell's summary:

Generals.....	10
Colonels.....	17
Majors.....	15
Chaplains.....	13
Surgeons.....	27
Captains.....	36
Lieutenants.....	41
Non-commissioned officers and privates	234
<hr/>	
Total.....	393

Seven of the teachers in the period now under review also served in the Union army. Forty-nine died in battle or from wounds or exposure.



An address was delivered at the anniversary in June, 1870, before former pupils and friends of the school by Rev. Henry Clay Trumbull, D.D. (1844). The subject chosen was "Historic Consciousness," and it was a plea for gathering records of those who had been pupils in the school. Citing the pride with which educational institutions in England and many in America treasure their honorable history, and cherish the noble record of noble deeds done by their alumni as part of their endowment, he urged that a beginning be made at Williston before further increase of years should obliterate those records. The trustees requested the address for publication, and voted to assume the cost of the work if the alumni, or one whom they should choose, would undertake it. The task was committed to a former teacher of the school who was residing in the vicinity and had leisure. In 1871 the report of progress was that nothing had been done, because it was not believed possible to learn the data desired about men whose whereabouts were unknown. The alumni, under lead of Dr. Trumbull, again voted to have the work done. One of the teachers of the school was overpersuaded to assume the extra labor. In 1874 the records in manuscript ready for printing were laid before the committee of alumni and trustees. The labor had been done in the fragments of time remaining after a full day of six hours' teaching. It was night work supplemented by vacation days, work done without clerical aid, and at a time when writing machines were unknown. These "Alumni Records of Williston Seminary," necessarily incomplete, faulty and

having errors, filled a book of 366 pages. The order of the book was: a biographical sketch of Samuel Williston; a brief history of the Seminary; the list of trustees, with biographical note of each; a classified list of teachers, followed by biographical note of each; records of the alumni about whom information had been obtained from 1841 to 1874; a catalogue of the young ladies who had been members of the school from 1841 to 1863, with such information about each as had been learned; the "Roll of Honor," first gathered by Professor Goodell, revised and enlarged; pages of summary; an index containing the names of all young men who had been pupils of the school prior to 1874. The summary gave 6243 as the total of different students prior to 1875. The total number of persons about whom information had been obtained was 2494. Graduates from colleges and from professional schools without college course were 600; in the learned professions and avocations, 537. This was the record, so far as obtained, for about 30 years of the school's history, and it has formed the basis for all inquiry since then concerning former members of the school.

In June, 1872, the fiftieth anniversary of the marriage of Mr. and Mrs. Williston was observed. It was a day of great interest among the Seminary boys. Regular school exercises were suspended and the day was given as a holiday. The boys asked that they be included among the friends who offered congratulations. The school gift represented contributions from every one of them. It was a large and elaborate epergne in silver.

Thirty-three years had passed since the opening of Williston Seminary when the Founder died in July, 1874, aged 79 years and one month. A simple funeral service was held in his home, with burial in the Main Street Cemetery of the town. On Sunday, September 13, a commemorative discourse was preached in Payson Church by Professor William S. Tyler, D.D., the trusted adviser of the Founder, and the discourse was repeated on September 20 in the chapel of Amherst College. Speaking from Isaiah lviii. 12, Professor Tyler dwelt upon "the honor due to the founders of institutions, especially institutions of education and religion, for the benefit of many generations." Such honor is due as appears, first: in the high estimation in which such benefactors have always been held, both by God and man. Second: in the nature and value of the institutions which they founded. Third: in the broad views, high aims, and rare wisdom and excellence of character by which such men were and are distinguished. Enlarging upon each of these in turn, and illustrating by examples of numerous founders of ancient and modern times, of different lands and faiths, in state and church and school, he added a review of the life and work of Samuel Williston as the better illustration of the truth of the text, because that life and work were near in time and place. Mr. Williston's birth, childhood and youth, so richly endowed intellectually and spiritually by heredity, but so destitute of material wealth, were reviewed. Then came the story, often told since, of the large and timely aid received by colleges and schools, churches and missions, commun-

ity and laboring people, through the self-denial, amounting even to self-sacrifice, of this successful and Christian manufacturer. It was estimated that his benefactions had amounted to \$1,000,000, and by his will he had distributed \$500,000 more. This was a large sum for one man to have given at that time, and the managers of the institutions benefited thereby were under solemn obligation to sacredly administer their trust.

By his will the Founder made the school the largest beneficiary. As soon as the estate was settled, the Seminary should receive \$200,000. A fund of \$50,000 was to be held in trust, and when with its accumulations it amounted to \$100,000 it was to be paid to the school. A fund of \$150,000 was to be held in trust for the use of Mrs. Williston. Upon her death it was to remain in trust until with its accumulations it amounted to \$300,000, when the whole was to be paid to the Seminary. Thus provision was made whereby the school should ultimately receive \$600,000. It was pronounced a very large endowment.

For this endowment the school was indebted to Marshall Henshaw more than to any other man who survived the Founder. Near the close of his life Dr. Henshaw committed to the keeping of the writer of these pages a paper, with the request that it be held in confidence until such time as should be fitting or permissible for its publication. If no opportune time came, the paper was to be destroyed, or buried in the archives of the school. That paper is a part of the history of the school, and it is here given.



"In the summer of 1863 Williston Seminary approached a crisis in its history of which few were aware. No more finished scholar, or accomplished gentleman, was ever at the head of such an institution than Josiah Clark who for fourteen years had presided over its interests. Notwithstanding this, and through no fault of his, the number of students had diminished, especially in the English department, and, more than all, the Founder on whom its future depended, was thoroughly discouraged.

"When the Fall term of the year 1863-1864 had been in session about two months, I was talking with Mr. Williston one evening about the present condition and the future prospects of the school, when he suddenly said in his sharp, short way: 'I wish you to understand, Mr. Henshaw, that I do not intend to give Williston Seminary another penny. It has failed to accomplish the chief object I had in founding it. I desired to establish not only a first class classical school, but especially an English Seminary, where young men who could not go to college, could obtain the full equipment of the English part of a college course. They tell me the classical department does pretty well, but the English department is nothing more than a country high school. I assume there was no call for such a school as I intended.

"If Mr. Williston had said this to me before I accepted the invitation of the Trustees, I should never have made my home in Easthampton. My first impulse was to resign immediately. But no other field of work was open to me just then, and a little reflection convinced me that it was not right at the first disappointment to desert the work. I looked over the ground, and conferred with some friends of the Seminary, and myself, and determined what course to pursue.

"I sought another interview with Mr. Williston. I

told him that, if we had the means, we could make the Seminary such a school as he originally designed, and I outlined what I thought could be done, and the reasons why I believed it would succeed. He listened attentively, but said very little, and I left him somewhat discouraged. But in two or three weeks he requested me to call upon him. He then inquired very particularly into the details of the plan proposed, and the grounds for hope of success. After about two hours of conversation, he suddenly asked: 'How much money do you want to carry out such a plan?' I replied that it did not belong to me to name sums; he must do that, but I could tell what the school would require. It must have at least three more permanent teachers, the very best means for instruction in Natural Philosophy and Chemistry, additions from time to time to the cabinets of Natural History and the library, and other needs would be seen as the school increased. 'Well,' he replied, 'I give you leave to start such a school. Get your teachers, and your rooms and apparatus for Chemistry and Philosophy. I will meet the bills, and if it succeeds, I will make an adequate endowment.'

"Then I realized the great responsibility I had assumed. The work was not to be accomplished in a month or a year. Colonel Clark offered promptly to take charge of making and furnishing a chemical laboratory, and to give the lectures for a year or two, to give it a start.

"Some one (I never knew who) suggested to Mr. Williston that as Natural Philosophy was my department in Rutgers College, I was the proper person to give the lectures in that science. He accepted the suggestion, and proposed it to me, at the same time saying that I must give these lectures without any diminution in my labors as principal, and without additional compensation. I answered that I could not, that the work of the principal

was all that one man could endure, and that under this additional burden he certainly would break down. His countenance fell. Instantly the thought came to me that I had started this plan, and I must stand or fall with it, and I must make every effort and sacrifice to secure success. Then I said: 'Mr. Williston, if you will furnish me with apparatus fit for me to work with and creditable to the Seminary, I will undertake it for a year or two until the school is well started.' He asked: 'How much money do you want for apparatus?' And I replied: 'At least \$2000 to begin with, and it will require to be doubled soon.' He told me to go ahead and get my apparatus and send the bills to him. This was done, and for eleven years I gave the lectures without any other compensation than the satisfaction of feeling that I was working for the improvement of the young men and the success of the school.

"It did succeed beyond my expectation. The number of students increased, and became more regular in pursuing courses of study. A new dormitory was required and built. The faculty was increased to five permanent teachers besides the principal and two tutors. The standard of scholarship was raised, and a year was added to the course in each department. Testimony is abundant that in the colleges and scientific schools to which our students went, they were found equal in training and scholarship to those from any other preparatory school. The school grew to exceed in membership any other preparatory school in our country.

"I do not claim the merit of this. Far from it. Any man of good ability and scholarship, who was willing to work hard, and could work in harmony with Mr. Williston, would have accomplished as much, perhaps some more. The only merit that I claim is that of having done much hard work. I worked hard the whole thirteen years. I

taught in class eighteen hours each week until the last two years, when I was relieved a little in Senior Latin; I gave a yearly course of illustrated lectures in Natural Philosophy, two each week; and a part of the time a course of one term in Astronomy, one each week, some of which were given in the evening. I was always in the Seminary halls when the school was in session. If not engaged in instruction, I was attending to the wants of the students, and occasionally visiting the recitations of the several teachers. In the spring of 1870, Mr. Williston, at the suggestion of others, proposed that I should take a vacation of one term and go abroad. I was greatly surprised, but was glad to accept the favor. Besides this I was absent from the Seminary buildings when the school was in session only two and a half days in the thirteen years. One of these was shortly after I came to East-hampton, when I went to attend to the moving of the body of my child; one, when, at Mr. Williston's request, I went to Boston to confer with some gentlemen on matters relating to the Seminary; and a half day when physical debility caused my absence. I had given a lecture on the electric light on a Friday afternoon, and had not properly protected my eyes. They became very painful, and I could not open them to the light for two days. I was absent on Saturday forenoon, but was in my place on Monday morning.

"The chief credit for the success was due to Mr. Williston. He was always ready to furnish means as far as he could see good results. He always supported the principal, and never interfered in the internal affairs of the school. He was wise enough to know that such interference is sure to injure any institution.

"A great share of the success was due to the assistant teachers. They were mostly men of high character and



scholarship, and devoted themselves earnestly to the work for which they were engaged. I am sure many of the students gratefully acknowledge the impress for good which they received from those teachers.

"Great credit is due also to the alumni and former students of the school. They were always loyal to the Seminary. Within a few weeks after I began my labors, Rev. Henry Clay Trumbull came and gave me a cordial welcome, and began religious work among the students. He made us frequent visits and at my suggestion started the alumni association. He was present during a part of every anniversary, until he removed to Philadelphia.

"I will add a few lines more personal to myself. Mr. Williston made his will twice while I was in Easthampton. The first time he supposed himself worth \$2,000,000. One Saturday afternoon he asked me to ride with him. We went to Southampton and back, his horse walking all the way. He said he was about to make his will, and he wished to talk with me about what he should give to the Seminary. I replied that I did not wish to induce him to withdraw anything which he designed for other institutions or for friends. I would tell him what I thought would be very desirable for the Seminary, and through it for the cause of learning and religion in the world. I outlined what could be done and assured him that half a million could be profitably donated to the school. He asked about every particular, very minutely, as was his way. When we arrived home he asked me to write out the principal parts of what I had said, so that he might have it before him when writing his will. Within a week thereafter he told me he had finished his will, and while he had not quite come up to the mark I had set for the Seminary, he had made it rich and independent.

"Mr. Williston afterward lost more than half his prop-

erty, and was obliged to write another will. He again invited me to ride with him, and we went over the same road as before. He told me that his property then was \$750,000. He requested me again to indicate what he ought to give the Seminary, adding that he must withdraw or reduce gifts made in his previous will to some persons and institutions. Our conversation was practically the same as on the former occasion. I named the same sum for the Seminary, and suggested putting a part to accumulate before it became available. He again requested me to put what I had said in writing and give it to him. In a few days he told me he had made his will and had done well by the Seminary. Mrs. Williston was present, and she added that the school was well provided for."

This paper has been given without comment. But it is due Dr. Henshaw to say that he does not estimate too highly the amount or quality of the work done by him. As a lecturer and demonstrator before a class he had few peers. Many colleges at that time could not offer a course in Physics surpassing, or even equaling, the course given by him, and no secondary school in the country had its equal. Most of the apparatus which he bought, with valuable additions, is still in use, and a course of lectures, based on the Henshaw course, is given. After the purchase of the telescope in 1870, Dr. Henshaw prepared a course of lectures in Astronomy to be given with lantern illustrations. These lectures were given in the evening because each day was filled with other duties. He found time in the half holidays to make his preparations. Lantern supplies, now available, could not

then be had. He generated the gas for use in the calcium light and filled the bags. When the class assembled the lanterns were mounted, the bags under pressure were delivering gas through safety bottles to the burners. Then followed an hour of Astronomy — no stories, no digressions. He kept to his subject, was progressive in his thought and clear in his phrasing of it.

Dr. Henshaw does not overestimate nor exaggerate the amount of work done by himself in other ways, nor the importance of the result. He had worked to the limit of physical endurance, and he had wrought almost exclusively with Mr. Williston. Other trustees were informed regarding plans for the school, but the execution was by the two men who were so near each other in sympathy and in residence, and who supplemented each other so well in ability to achieve results. With the death of Mr. Williston the school passed to the control of the trustees, and in matters of detail Dr. Henshaw was obliged to consult a committee of five, with each of whom he must establish full understanding of what was to be done and why. Perhaps he did not adapt himself quickly to the change, and perhaps divergent opinions delayed what seemed necessary to be done. All this must remain conjecture. But in the second year after the death of the Founder a demand for another type of man was urged by some of the board of trustees. Perhaps, also, Dr. Henshaw wearied of prolonged discussion when he had been accustomed to a prompt yes or no. He resigned in January, 1876, and retired at the close of that school year.

He removed to Newton, Massachusetts, where he opened his house for the reception of private day pupils. In 1880 the illness and death of Elihu Root, Professor of Physics in Amherst College, created a vacancy, and Dr. Henshaw answered a call to go to Amherst and assume charge of that department. He picked up the work where Professor Root had dropped it, and finished the college year. He remained in this service ten years, until the end of his working days. Increasing deafness at length unfitted him for conducting recitations or oral examinations, and proved very embarrassing in his experimental lectures. He came back to Williston for three years, 1882-1885, and again lectured in Physics, a teacher being present to assist. He busied himself preparing a manuscript for a book to be used as a guide by lecturers in Physics, containing instruction regarding arrangement of the course, selection of topics and emphasis to be given each, purchase of apparatus, how the expensive instruments can be kept in condition, how they can be adjusted and used, and for what most effectively used before a class — such and numerous other details which his experience had shown to be important. The book has never been printed because the prospective sale would be very limited.

In 1881 he was asked to sit for his portrait. The canvas was painted by Miss Jane E. Bartlett, and is pronounced a superior work of art. It hangs in the school chapel, a gift from "Dr. Henshaw's boys." When the Seminary celebrated its semi-centennial in 1891 he was invited by the trustees to be present, but more especially he was asked to meet some of his



pupils. The meeting was held in Adelphi Hall, and the room was filled. A purse containing \$1300 was presented by Rev. George H. Tilton (1866), who had acted as solicitor for the gift. In 1892 five of his classes, 1869-1873, had a reunion at the school, and Dr. Henshaw was the guest of honor at the dinner.

His life ended December, 1900, at the age of 80. A funeral service was held at his home in Amherst, and interment was in the Main Street Cemetery in Easthampton, near the resting place of the first principal, Luther Wright.

A memorial, consisting of biographical notes and testimonials from students and others who had known Dr. Henshaw in Amherst and Rutgers Colleges, Pinkerton and Dummer Academies and Williston Seminary was prepared by Rev. George H. Tilton, and privately printed and circulated.

## CHAPTER VII

THE DECADE, 1876-1886

JAMES MORRIS WHITON, PRINCIPAL

**D**R. HENSHAW resigned early in January, 1876, the resignation to take effect at the close of that school year. In the meeting called for action on this resignation the trustees voted to extend a call to Rev. Judson Smith, then in service on the faculty of Oberlin Theological Seminary. Dr. Smith was a member of the Williston class of 1855, and had been a teacher in the Seminary in the first years of Dr. Henshaw's administration. After mature deliberation the call was declined. Subsequently Rev. James Morris Whiton, Ph.D., was asked to become principal, and he consented. Dr. Whiton was a member of the Yale class of 1853, one of the famous classes of that college. During the ten years immediately succeeding his graduation he was rector of the Hopkins Grammar School of New Haven, Connecticut, "which he raised from a depressed condition, and placed upon the foundations of its present prosperity." Then he pursued a course in theology, entered the ministry of the Congregational Church, and for ten years before coming to Easthampton had been pastor of a church in Lynn. Dr. Whiton had a wide and accurate knowledge of



JAMES MORRIS WHITON





ancient classical literature and history. He was a ready and forceful writer and an effective speaker. He had kept his interest in the work of education by editing books, the latest before coming to Williston being an annotated edition of the "Orations of Lysias."

A circular issued by the president of the board of trustees announced that the school had been reorganized by the following additional appointments: Robert Porter Keep, Ph.D., to be master in the Classical Department, and Roswell Parish, A.M., master in the Scientific Department. The term "master," in school usage, is synonymous with "teacher," but in this announcement it meant headmaster. The school was thus to be organized into two schools, apparently distinct, with a chief at the head of each, and the principal as head over both. In practice this was not attempted, and very soon the conflict of theory and practice became embarrassing. It was abandoned after trial of one year.

The two instructors who came with Dr. Whiton were valuable additions to the teaching staff. Dr. Keep was a graduate of Yale College in the class of 1865, and had received the Ph.D. degree for graduate study. He was tutor in Yale College two years, 1867-1869, when he resigned that position to accept the United States Consulate at Athens, Greece. In that post he had unusual opportunities for visiting all parts of Greece and European Turkey, and becoming familiar with places of classic interest. His acquaintance with the language and people of modern Greece and old Macedonia was unusually complete

and accurate. After resigning the consulate he spent three years in study and travel in Germany (Berlin and Leipzig) and in Italy. His knowledge of ancient and modern languages, and his acquaintance with classical archæology, made him a favorite pupil of Professor Curtius. To his associates in Williston he seemed peculiarly prepared for the chair of Greek in a college. Before coming to Williston he had translated Autenrieth's Homeric Dictionary, and when it issued from the press he dated the book from this school. He continued to prepare books and Greek texts for school use. In addition he was a conscientious and successful teacher. He remained in Williston Seminary faculty nine years. In 1885 he accepted the principalship of Norwich Free Academy, where he gave most valuable service to the youth of that city. Upon the death of his aunt, Sarah Porter, he inherited the famous Farmington School for young ladies, and here his last work was done. He died of pneumonia in Farmington in the summer of 1904.

Roswell Parish was a graduate of Yale College in the class of 1864. He devoted his life to the profession of teaching, his chosen department being mathematics and mathematical science. He was also a successful instructor in school singing, especially chorus singing, being himself a well furnished musician and having a fine tenor voice. Before coming to Williston he had been for nine years the principal instructor in the English Department of the Worcester Public High School. His work in the Seminary was notable. As a man, a faculty associate, a teacher

and guide of boys, a member of the Payson Church choir, a promoter of the Easthampton Choral Union, and a friend of everybody, Mr. Parish filled a large place in the school, the church and the town. After six years of service here, he resigned in June, 1882, to accept the principalship of a free high school which was to be part of a system of free kindergartens and intermediate schools which a lady in Boston was promoting. After trial, the scheme proved too expensive for the patron to maintain, and the higher schools being closed, the kindergartens only were continued. Mr. Parish accepted the instructorship in Mathematics and Physics in the Boston Mechanic Arts High School. Here he remained until he definitely retired from service.

Mr. George Young Washburn, a graduate from Amherst College in 1874, and principal of the Holliston High School, became instructor in public speaking, as successor of Captain Hill. He remained one year.

The members of the faculty who retired in 1876 were John K. Richardson, Captain David Hill, and Asa B. Copeland. Messrs. Wright, Sawyer, Lador, Alvord and Eastman remained. To these was added during the year Joseph Henry Adams as teacher of Mathematics. Thus the teachers numbered ten, at that date the largest number in the history of the school. The enrolment for the fall term, 1876, was 213. The town which at the opening of the school in 1841 had numbered less than 1000 had now grown to be 4000, and yet only ten of the two hundred and more pupils were from Easthampton. Nineteen states

of our Union and six foreign countries were represented in the student body. The many and favorable notices of the Founder which had appeared in the public press since his death in 1874 had given the school gratuitous and effective advertising. Among the pupils who entered the school that year were nine Chinese youth, a part of the first delegation brought to this country by Yung Wing in his Chinese Education Mission. Of these and others who joined the school in the next two or three years more will be said later. A Japanese prince was another who came from the far east.

The most notable change at this time in the school curriculum was a religious service on Sunday afternoons. This had been mentioned in the official circular which announced the change of administration. The words were: "It was the expressed wish of the Founder that religious instruction should be given weekly by the teachers. Besides the regular church services on Sabbath morning, it is designed to hold an afternoon service especially for the students." For this service Dr. Whiton was peculiarly fitted, both by native ability, by culture, and by his experience as a pastor. A chapel choir was organized under direction of Mr. Parish, and the school was present as a body, both because they were required to be, and, in the beginning, and for some time thereafter because they wished to be. Dr. Whiton conducted the service. His sermonettes, based on Bible themes, gave distinctive character to the whole, and were most popular. They attracted many guests from the village and vicinity, and the capacity of the school



chapel was tested each Sunday. It was difficult to accommodate all who came. This service was what had been suggested to Mr. Williston in 1849 and approved by him, and for the realization of which negotiations had been conducted with Dr. Field in the opening of that year. It was *a* realization of the "English College" which the Founder had in mind in the beginning. But it was not *the* realization which would have satisfied him. His "English College" began to appear in the growth of the Scientific Department of the school under Dr. Henshaw. He was satisfied to have the religious instruction given in Bible classes.

The sermonettes and the attendant service continued popular during the school year 1876-1877, but in the succeeding year, 1877-1878, the interest in them declined. This was not because Dr. Whiton spoke with less freshness or power, but because the development of his thought and the phrasing of it, his voice and manner of delivery, had become familiar; children are pleased with novelty. The interest declined, also, because the service was held in the school chapel, where the boys met each day for morning prayers, where declamation exercises of classes and divisions were conducted, and where student "mass meetings" were held, for there was no other hall. In large measure the place lacked religious associations. It was the same school seven days each week. Perhaps Dr. Arnold at Rugby was not thus handicapped, and again perhaps there were periods of less interest in the Rugby chapel. Boy nature is boy nature, wherever found, even though American boys have

more of it. But the experiment in the Williston chapel was interesting and instructive. Dr. Whiton would have been a much stronger man than he was, if he had kept the interest in that service as great as it was in the beginning.

Another function introduced by Dr. Whiton has been more permanent, because it has been well worth while. This has been the observance of Mr. Williston's birthday, June 17. The first observance was in 1877. An oil portrait and a marble bust of the Founder had been given the school in the first term of this school year by Mrs. Williston, and Dr. Whiton planned a birthday observance in the spring term. The service was simple, held in the chapel and conducted by members of the school, after which a laurel wreath was placed on Mr. Williston's grave. The observance has continued, and has lost none of its interest. After Mrs. Williston's death in 1885 the plural was employed, and it became observance of Founders' Day. The birthdays are both in June, and the 17th is the day chosen. On that day an address by some friend of the school, or some person who is interested in the cause of education, is given in the school chapel. Following this address, the school goes in a body to the Main Street Cemetery. There they form a hollow square about the Williston lot, and stand with uncovered heads while laurel wreaths are placed upon the graves of Samuel and Emily Williston, and a larger wreath is placed upon the front of the family monument. In recognition of service given to the school by others, wreaths have now and then been placed on the graves of Luther

Wright and Marshall Henshaw in the Main Street Cemetery in Easthampton, and on the grave of Josiah Clark in the Bridge Street Cemetery in Northampton.

Dr. Whiton's administration opened auspiciously, but at the close of its first year the treasury showed a deficit five times greater than any annual deficit the school had known. Only once or twice during the life of the Founder had the school year closed without a deficit. Usually it had been between \$1000 and \$2000. This Mr. Williston had paid, and preferred so to do, rather than to increase endowment funds of the school by depleting the working capital of his business. He left the school without debts, but also without his helping hand, and with insufficient endowment. Dr. Henshaw knew this well, and during the two years succeeding 1874 the most rigid economy was practised. In consequence of this the income for 1874-1876 equaled or slightly exceeded expenses.

In the circular which announced the coming of the new principal the following statement was given. "Williston Seminary was founded in 1841. Mr. Williston bestowed upon it during his lifetime, in buildings and in endowment, \$290,000; and on his death in July, 1874, he made the most liberal provision for its future enlargement. His testamentary gifts promise to realize, within the next twenty-five years, in addition to the property previously held by the school, an endowment of \$600,000, of which \$200,000 is immediately available." A part of this statement was true — all of it was believed to be true — but taken as a whole, in the form it appeared,

it was misleading. Doubtless the Founder had expended on account of the school, in the gross, \$290,000. But Mr. Williston kept a minute and exact account of all his expenditures, and of the different parts thereof. The sum named, therefore, included all the school had received from him. It included the cost of the original buildings with land, and of all land subsequently acquired and buildings erected. It included cost of the hall erected to take the place of the original building that was burned, and of the site acquired for North Hall, involving the removal of a church that occupied the desired site. It included all purchases for furniture and apparatus, involving renewals and enlargements, and all annual deficits paid. The endowment funds held at the Founder's death amounted to less than \$100,000. The value of the realty and personal property was much less than \$190,000. It stands on the books today at less than \$170,000, and additions have been made since 1876. A large part of the buildings have always been unproductive, and at the time now occupying attention it was doubtless true that the percentage of income from the realty, when account is taken of the unproductive portions, and the low rents of the dormitory sections, and the cost of the upkeep of the whole, did not exceed one per cent. Mr. Williston's will directed that upon the settlement of his estate the school was to receive \$200,000. But the estate was very largely invested in industrials, and this property was almost wholly located in Easthampton. A forced sale would have resulted in great financial loss, with inability



to satisfy legacies. Therefore legacies were paid in stocks at appraised values. The school received \$200,000 in stock in a manufactory which had potential and prospective value, but was not then earning a surplus. In view of these facts the statement quoted was misleading. A reputation for wealth had been given unintentionally to the school, and its poverty was made greater thereby.

The deficit reported in June, 1877, was most discouraging. Prompt and severe economy was demanded and attempted. The salaries were reduced and all enlargements stopped. After these reductions it remained apparent that unless income could be increased, further deficits would embarrass. This started discussion about the meaning and the wisdom of Mr. Williston's "English College." His designation was, a school "which shall combine all the advantages of a Classical Academy of the highest order with such other provisions as shall entitle it to the name of an English College." This vagueness of language was held to be not an order but a hope for something afterwards to appear, and which had not yet appeared. Therefore it was urged that the country had no need of such a school, and the sooner the experiment ended the better, especially since the Founder had not provided adequate funds for its development and maintenance. On the other hand it was contended that Mr. Williston in 1841 was among the prophets who foresaw a coming demand for courses of study which should satisfy the need of those for whom the existing curricula of ancient classics were not satisfactory. He held to his conception

of a school which should have a course of study in which the ancient classics should have no part, and yet which should exist on a parity with, and be held in as high honor as, the old-time Classical course. To this he held during two decades and more before higher schools of science and technology were founded and opened, and while the Classical course was held in supreme honor, and while his so-called English course was patronizingly endured, but shunned by those who had ambition for scholarship. He had even gone so far as to ask the resignation of two principals in whom he failed to find sympathy for his purpose. He had found in Dr. Henshaw the man with whom he could work. For the further development of his school he had left it the bulk of the property of which he died possessed. The Sheffield Scientific School was cited as an example of the schools that in 1877 had already appeared, in which greater prominence would be given to Natural Science, and Mathematics and Mathematical Science. The demand for the new education would increase, and any institution which could satisfy that demand would be wanted. The various names which would be given these schools were not important. Mr. Williston had chosen "English College," probably, because none better occurred to him. Instead of abridging or weakening the course on the scientific side of the school because some subjects in that course were not then required for admission to the higher schools, it was urged that in time all would be wanted and probably more, for conditions of admission to the science schools granting degrees would increase; and

with the duplication of these schools these conditions would become increasingly diverse. All this has come true since 1877, and the advocacy of science studies has grown to a revolt against Classical studies. It has gone far beyond what the members of the Henshaw faculty expected or would now approve. They were not deprecating Classical studies. They were advocating courses for those who did not wish Classical studies.

To return to Mr. Williston, it must be admitted that in 1841 he acted wisely in not attempting more definite outline and detail for his "English College." Successful schools are not thus started. The grip of the dead hand may be made obstructive. Schools, great schools, are not bought. They are not built. They grow.

The teachers who had belonged to the Henshaw faculty and who still were in service in the Seminary, suspecting that in the changes in the courses of study which the trustees would be asked to approve an abridgment of the course on the scientific side would be made, prepared a memorial in terms of preceding paragraph and addressed to the board of trustees in opposition to such change. They received reply that such change was not intended by the board. The effect of this discussion about change appeared in the school. In their talks with the pupils, and with each other in the presence of pupils, the teachers were always guarded. But the fact that a cleavage in the faculty existed became known, although its nature was not rightly known. The effect was not desirable. The bulk of the school remained faithfully and stead-

ily at work, but the tension was felt. A few, beginning with boyish mischief, went on to things worse, and enlisting the service of newspaper reporters, they began manufacturing sensations in which they drew in large measure on their imaginations for their facts. The school got unfavorable and undeserved advertising.

As Dr. Whiton's second year drew toward its close the report from the treasury showed a deficit reduced by one-half, but still too large to be permitted to continue. After the close of the school year in 1878 Dr. Whiton resigned. He was not a man to be left unemployed. A church in Newark, New Jersey, sought his service. From there he removed to New York City, and for a long time he served a church in Tremont, a suburb of that city, building it up and greatly strengthening it. For many years he had connection with the editorial staff of the *Outlook*, where his industrious pen found congenial employment.

#### JOSEPH WHITCOMB FAIRBANKS, PRINCIPAL

The trustees elected Joseph W. Fairbanks to the principalship, and he entered upon its duties at the opening of the next year in September. Dr. Fairbanks was a graduate of Williston in the class of 1862, the first and only alumnus of the school to occupy the office of principal, although 32 former students have returned to serve for longer or shorter time as teachers. He graduated from Amherst College in 1866, with degree of A.B., and afterwards received the degree of A.M. The college conferred





JOSEPH WHITCOMB FAIRBANKS



the honorary degree of Ph.D. upon him in 1879. Since leaving college Dr. Fairbanks had been continuously engaged in teaching in public schools, and he was principal of the public high school in the city of Worcester, when called to Williston. Dr. Whiton's experience as teacher had been in a city day school in which the curriculum was the old-time Classical course. For a decade or more immediately preceding re-entering the conduct of a school he had been pastor of a church. Dr. Fairbanks had been at work for twenty-two years in public schools, where the majority of the pupils were not preparing for entrance into a Classical course in college, and for whom a course having valuable content other than ancient and foreign literature was demanded. They were to be made acquainted with the wide range of intellectual interest with which they would be brought in contact in after life. This was a good preparation for the task which met him in a school where earnest effort was being made for both classes of students, the school being equally divided.

The teachers changed little with the change of principal. Mr. Joseph Henry Adams, Williston, 1866, and Amherst, 1871, who had taught Chemistry two years, withdrew, and engaged in teaching and business elsewhere. Mr. Edward Hooker Knight, Williston, 1872, and Amherst, 1876, who had taught Latin and Greek, 1877-1878, subsequently had a course in a theological seminary, and has for many years been head of the school of religious pedagogy affiliated with the Hartford, Connecticut, Theological Seminary. Mr. George Young Washburn studied

theology, and entered the ministry of the Congregational Church.

The additions to the faculty during Mr. Fairbanks's first year were Charles Albert Buffum and Erastus Gilbert Smith.

Mr. Buffum was a member of the Amherst College class of 1875. He was teaching in the Worcester High School when called to Williston in 1878. He has remained in the Seminary since then, as instructor in History, in Latin and History, and for the last two decades or more in Latin, being the master in charge of that department. He is the member of the faculty longest in service, with exception of the present principal; and no teacher other than these two has served the Seminary so long. His services to the school have been varied and valuable. Certainly no measure of salary received ever represents the work done and influence exerted by such teachers. And when that work and influence counts in years equal to an average lifetime, we have no compound interest, known in arithmetic, for its computation. Mr. Buffum is a man of wide reading in history, literature and art, he has studied in the University of Berlin, and has made frequent tours of Europe, visiting places of historic or classical interest.

Erastus Gilbert Smith graduated from Amherst in 1878, and came to Williston to teach Chemistry, and help in the instruction in declamation. The excellence of his work here attracted attention, and in 1881 he was called to the professorship of Chemistry in Beloit College, Wisconsin. After a year of study in Europe he began his work in Beloit, and has re-



mained there, having part in the conspicuous growth of Beloit, and making his department second to none in that college.

Professor Smith's successor in 1881 was Nathan Augustus Cobb, B.S., a graduate in that year from Worcester Polytechnic Institute. Mr. Cobb was a valuable discovery, and he placed the science work in Williston on a higher plane even than hitherto occupied by it. By nature and training he is a scientist. He worked with unvarying patience, minute investigation and unflagging enthusiasm. His results were clear, clean and exact. He was an expert draughtsman, and his drawings had the merit of engravings. A set of drawings of the housefly, made by him, were pronounced by a professor in a German university dishonest, because impossible. Only an engraver, he said, could do such execution. Mr. Cobb convinced him by repeating the drawings under conditions which made deception impossible. Because of his interest in Natural History, Mr. Cobb in his Williston teaching combined instruction in those branches with Chemistry, uniting Zoology, Human Anatomy and Physiology, and Botany under the inclusive title, Biology. Through his recommendation the required work of the senior year was changed to include preparation of a so-called "thesis," representing wide reading or study in History, Biography, Literature, Art or Science, and equaling in time and labor all the work in English Composition required in any other year of the course. The requirement has proved worth while, and is continued. Mr. Cobb's desire for opportunity for continued study led to his resignation

in 1887. He entered Jena University and earned the Doctor of Philosophy degree. He was then offered a table in the British section of the Naples School, and there he was engaged in research work into the nature and life history of Nematods, incidentally devising an apparatus for capturing and holding these creatures in captivity, and conducting them peacefully to their death, thus avoiding the death struggles which had hitherto broken them in pieces and destroyed their value. Upon the recommendation of the director of the British section, Dr. Cobb was asked to go to Australia. There he served as Pathologist of the Bureau of Agriculture, and investigated causes and cures of diseases of sheep and other cattle, also diseases of vegetation, especially of small grains. He demonstrated what kinds of wheat could be most profitably grown in that country. His work there being finished, he came to California, and was employed jointly by the University and Board of Agriculture of that state and of the Hawaiian Islands. He is now employed by the United States Department of Agriculture, where he has organized and is the chief of the Bureau of Crop Technology. He has published more than a hundred monographs, many of them illustrated by his own drawings.

Jay Webber Seaver, Williston, 1876, and Yale, 1880, became teacher of Elocution and Gymnastics in 1881 and remained two years, when he resigned to accept the office of director in the Yale gymnasium, where he served efficiently and long, meanwhile studying medicine. He resigned to enter upon the practice of medicine in New Haven. For many years he had

had charge of the Department of Anthropometry in the Chautauqua Summer School near Jamestown, New York. He died while thus employed.

Charles Mason Demond, A.B., was a graduate of Williams College in 1881, and taught modern languages in Williston two years, when he studied law in New York City, and engaged in the practice of that profession in that city.

During the years 1881-1883 and 1883-1884 a half dozen young men served as teachers for a year or less: Isaac Emerson Pearl, John Rossiter, Edward Allen Swain, Marion Wilcox, Edward Leeds Gulick and Henry Lefavour. Messrs. Pearl, Rossiter and Swain continued teachers, Mr. Pearl dying in Boston. Mr. Wilcox engaged in literary work; Mr. Gulick became member of the faculty of a western university; Dr. Lefavour became professor of Physics in Williams College, and is now president of Simmons College in Boston. Former principal Henshaw returned in 1882 as lecturer in Physics, and gave three more years of service to the school.

Russell M. Wright, who had served with every principal excepting Josiah Clark, having taught in the Seminary in 1843-1847, and again from 1863 to 1882, resigned in the year last named, and retired to his home in Castleton, Vermont, followed thither by the sincere esteem and interest of his boys. Few men connected with Williston have been held in stronger affection by all those who sat under their instruction. His grave in the Main Street Cemetery, Easthampton, is frequently visited.

Major Henry E. Alvord resigned in 1881 to enter

upon his chosen work in agriculture. He was for a time director of Houghton Farm in Orange County, New York; then president of Maryland Agricultural College; and then for many years chief of the Dairy Bureau, United States Department of Agriculture. Death came to him suddenly on the grounds of the Exposition held in St. Louis, in commemoration of the Louisiana Purchase.

Other changes included the retirement of Mr. Parish to accept the headship of a Boston school, as already mentioned. The Fairbanks faculty compared favorably with the boards of instruction of other administrations.

Worthy to be mentioned in connection with the board of instruction is the superintendent of buildings and grounds. The school had been served by a succession of janitors who were men of good character, faithful and honest; but who were not held in such regard by the student body that they could do the most and best for the school. Mr. Fairbanks succeeded in putting the buildings and grounds in charge of a man for whom the boys willingly yielded respect, and always spoke to him and of him as Mr. Upson. A skilled mechanic and a citizen esteemed and honored, his worth to the school cannot be measured by salary. He still remains in office, more than thirty years after his first appointment. The town has chosen him selectman, and he has served two terms in the Massachusetts Legislature as representative from a Hampshire district.

Prominent among the perplexities which first confronted Dr. Fairbanks were school traditions. These



had multiplied during 1876-1878. There are traditions and traditions, even in schools. And they differ in the strength of their influence. Instruction in Latin classics may continue with little change for two generations and more, and become a tradition, the translation of the Latin text into English being accompanied by minute study of word formation and sentence construction. Then a change may be made so that instead of grammatical drill, emphasis shall be placed on literary form, or rhetorical expression, involving in the translation idiomatic, clear, elegant or forceful English. That change when made will arouse no protest in the student body, and it may not even be remarked that something or anything has happened. In contrast with this a youth may join the school who, assuming himself to be a builder of institutions, shall notice and mention a lack of "school spirit," and suitable regard for school stations and dignities, and the respect due to those who have been in the school a few weeks longer, and have become cognizant of what has been, or ought to have been. The consensus of opinion of those who give their days and minds to the matter will be, perhaps, that new boys must not wear their caps indoors, and must wear their caps outdoors. Caps must be removed at the threshold when entering, and replaced at the threshold when going out. A custom everywhere approved thus becomes an offensive command, and the progress from command to physical force is rapid. School traditions which can thus change a recognized custom into a pretext for personal assault can also intermeddle with any school regulation, complicate

and embarrass it. Dr. Fairbanks found that the school had a sufficient number of these traditions to bring necessary discipline — always unpleasant and sometimes difficult — into a prominence which it should never have. He was hindered in his effort to restore the cordial relations between teachers and pupils which had formerly existed in the Seminary, and which have obtained since then.

Another embarrassment was the condition of the treasury. It may be true that deficits are sometimes good for a school or college, but in the decade now in review deficits brought only ill to Williston. Friends were not willing to help a school that was reputed rich, and the school could not avoid accumulating deficits so long as it did not have this supposed wealth. The \$200,000 which Mr. Williston's will directed to be paid the school upon settlement of his estate had been paid in stock that was not earning dividends. To bring relief, a change of management was made in the manufactory, and the school received, for a few years, an income of \$5000 each year from this stock. This brought relief. At the end of the decade, in 1886, the deficits accumulated since 1878 had been very nearly paid.

Changes in the school life which require mention occurred during this period. The gymnasium was built in 1864, and for a decade the exercise in which the boys found delight was there. Baseball, as has been said, became prominent as an outdoor sport in 1866-1867. There was no other outdoor game, and therefore baseball occupied the campus both in fall and spring. Football began to dispute the field



THE WILLISTON CAMPUS  
View from field on opposite side of High St.





with baseball in the late seventies, but with indifferent success, as appears from the student publications of the time. The record of teams and scores in baseball are given in fullest detail, but football has casual and at times humorous mention. But in the year 1879-1880 football had gained its recognition, influenced by the prominence given it in the colleges which the Williston men entered, and thenceforward it was the outdoor game in the fall term, while baseball was left in possession of the field in the spring. The other teams and sports which now divide the attention of the student body had not yet appeared. Gymnastics continued a required exercise, but it was necessary to enforce the requirement. A brief effort was made to again introduce boating, and two boats were obtained from the Yale navy. But lack of other facilities proved too great a handicap, and the attempt was abandoned.

The *Willistonian* had its beginning at this period. Fugitive student publications had appeared at long intervals during the principalship of Luther Wright, but they were of such nature that they incurred the disapproval of the teachers. Two small four-page papers were published in the last year of principalship of Josiah Clark, or first of Dr. Henshaw. They had little text excepting lists of names of societies, eating clubs, boating clubs, and a military company. Probably they proved financially unprofitable, for they were short lived. After the organization of the Gamma Sigma the two literary societies alternated in publishing papers in magazine form — the *Oracle* and the *Mirror* — but neither ventured more than

two issues in a school year. The income from advertisements and sales paid the cost of these publications, but increasing effort was required, and in 1879 the *Adelphi* changed the form of the *Oracle*, reducing its cost and popularizing its content. Gamma Sigma wished to redecorate and refurnish their hall in 1880, and to aid in this a small four-page paper, named *Campus and Hall*, was tried. Two issues were printed, the leading article of the first being an historic review of the literary societies in Williston, and of the second a similar review of athletic sports. For the rest, the paper was filled with membership lists of school organizations and school gossip. More than \$75 was added to the fund for improvement of the hall.

Acting on the suggestion thus received, *Adelphi* proposed that the societies combine in publishing a school paper, but Gamma Sigma, over-confident because of her success, declined to co-operate. Then, in April, 1881, *Adelphi* began the publication of the *Willistonian*, at first an eight-page paper, but afterward four-page, with the size of page increased. The paper was printed each week of the school year, and is believed to have been the first issued weekly by a preparatory school. It has never intermitted publication, and has now completed thirty-six years. From the first it was financially successful, and a fund was soon accumulated and held on deposit, guaranteeing against unforeseen losses. The first editor-in-chief was Samuel E. Winslow, now representative in Congress from the third Massachusetts district. Men who are now prominent as lawyers, clergymen,

teachers, college professors and business men have served, when schoolboys, on its editorial board. There are journalists who had their first experience in gathering news and editing the same for the *Willistonian*. In the beginning it was predicted it would be quite impossible to find each week material in a circumscribed school world that would be worth mentioning in print. But there has seemed to be no lack, and the boys have learned the trick of pleasing people by personal mention. The paper has always advocated good order and good work in the school. Its columns have never been opened to destructive criticism, and its suggestions have been received in good spirit. Occasional censorship has been employed, but at request of the editors who sought to learn facts in any case and wanted advice about selection and arrangement of news.

To increase interest in the work of the literary societies friends offered prizes, limiting the competition to membership in them. Aside from gifts of books to the school library the only financial aid received during the life of the Founder and for many years after his death was for prizes. Awards were made during the principalship of Josiah Clark for excellence in scholarship, especially in Latin and Greek classics. After these were withdrawn, two members of the board of trustees gave funds for maintaining scholarship prizes, Hon. E. H. Sawyer to the Classical Department, and Hon. H. G. Knight to the Scientific Department. But the work in public speaking received more encouragement. Another trustee, John P. Williston, gave a scholarship fund in 1863, the

income to be used for awards for excellence in declamation. Mr. H. H. Elwell, of South Norwalk, Connecticut, gave during the years 1871-1876 a gold medal of value \$25 for excellence in declamation, the contest to form part of the public exercises of Anniversary Week. The contest for prizes offered to the members of the literary societies in 1881 took the place on the anniversary program of the Elwell medal contest. M. F. Dickinson, Esq., 1858, offered \$50 to members of Adelphi, and H. M. Whitney, 1859, a similar prize to members of Gamma Sigma. The contest was to be in prepared declamation and in impromptu reading, each contestant to speak and read, and equal weight to be given for each test. These prizes, larger in amount than any other open to competition, aroused much interest, and were of great aid to the societies, since only those were eligible to contest who had been members for a half year or more. The prizes were not funded, but were continued thirty-three years.

The religious association of the school was reorganized by Dr. Fairbanks, and given more prominence and stronger influence. After this association had ceased to be a society for missionary inquiry, it had continued for two or more decades not affiliated, in fact or in thought, with any outside work or interest of the church. Its interest was isolated and confined to the school, and co-operation was among and for schoolmates only. In 1880 Dr. Fairbanks persuaded the boys to organize as a branch of the school and college Y. M. C. A., thereby making themselves a part of the army of Christian workers who labor for



the betterment of American youth. One of the best rooms in South Hall was furnished, and given the Association for its use.

Earnest purpose for the growth of the church was not wanting during this decade. From the large and strong body of Christian young men who held leadership in the student body, twenty-six entered the Christian ministry, and three went to foreign fields; Newell to Japan, Fairbanks to India and Hirst to Korea.

A Christian movement among a small group of the students merits especial mention. This was what came to be known as the Chinese Christian Home Mission. To the Chinese youth who entered the school in 1876 others were added until a total number of thirteen had been enrolled, all of them belonging to the Chinese Education Mission which Yung Wing was conducting, consisting of 120 boys sent to America by the government to be educated in the learning and arts of the Western World. In the winter of 1877-1878 five of these Chinese pupils in Williston called upon the pastor of the Payson Congregational Church, Rev. A. R. Merriam, to express their interest in the Christian religion, and their desire to make a public profession of their new faith, and unite with the church. No effort had been made to interest these boys in the Christian religion. They were required, as all pupils were required, to attend daily morning prayers and church service on Sunday. This was accepted as a school regulation. Yung Wing was consulted, and he advised against church membership with its accompanying profession of

changed faith. Liberty to study the history and doctrines of the Christian religion was granted, and right of private opinion was accorded, but so long as they were wards of the Chinese government nothing overt must occur. Acting on this instruction, the boys held meetings among themselves for the study of the Christian Bible and doctrine. They attended the prayer meetings held among the pupils of the school, and were much interested in a religious revival which began on the day of prayer for schools and colleges, in January, 1878. Of the eleven then in the school eight became banded in a society to be known as the Chinese Christian Home Mission, the purpose of which was to be the conversion of the Chinese Empire to Christianity. They prepared a statement of reasons for their action, which in substance was China's need of purer religion, and the increase of power, through union, for supplying this need. This was to be the apology for their action. They also prepared a constitution, which opened with a preamble, and contained the articles usually found in such instruments, and was accompanied by a set of by-laws and a covenant, which each member signed. All this was the work of less than ten young men, no one of whom was twenty years of age, and all of whom had been brought to America less than six years before. They were largely ignorant of English when they came, and while learning our language and gaining knowledge through it, they had been required to study Chinese and the teachings of Confucius.

Membership in this Mission increased slowly. Doubtless not a few of the 120 comprising the Edu-

cation Mission were in sympathy with the purpose of the movement, but they hesitated to openly enroll as members. So far as known this membership never exceeded thirteen. The impatient zeal of the secretary led ultimately to suppression of the Mission. Agreeably to existing Chinese custom, two commissioners were in charge of the government students, Yung Wing who advocated the attempt to introduce Western learning into China, and Woo Tsze Tun who opposed it. In this way the home government was to learn the worth of the enterprise. Yung Wing was sent on a diplomatic mission to Peru, and then Woo Tsze Tun, who had learned of the existence of a Christian organization among the boys, ordered them all back home. A few escaped while en route and remained in America.

One of these, Yew Fun Tan, deserves mention. He escaped in Springfield, and found asylum in homes of American friends. Among the "Williston boys" he had the clearest conception of Christian doctrine, and the best power for expressing such conception. He was one of the founders of the Christian Mission and was last among its advocates. He solicited funds for its use, and friends in western Massachusetts and Connecticut, influenced by the boy's burning zeal, responded with small gifts. When danger increased, he had this money placed in keeping of two trustees, Dr. Merriam, his pastor, and now a professor in Hartford Theological Seminary, and the writer of these pages. The fund then amounted to \$45, but grew afterward to \$65. Tan entered Yale College in 1879, but his

course was interrupted in 1881 by the withdrawal of all Chinese students. He returned, however, and graduated with honor. His scholarship marked him as having value for government service, and he was needed at the embassy in Washington, but his escape from custody in Springfield required explanation. A paper was prepared in which this escape was said to have been accidental, the train having gone while Tan was bidding friends adieu. The boy refused to sign because the truth was not told.

When the Chinese government discovered that a mistake had been made, it was decided to return the boys to complete their education, but our exclusion laws, aimed at Asiatics, interfered and prevented. Time has, however, brought better understanding, and today a thousand Chinese, national and provincial students, are in our colleges and schools. No restriction of religious belief or expression thereof is imposed — a wonderful realization of Yung Wing's hope for his country.

Dr. Fairbanks resigned in 1884, at the close of the sixth year of his principalship. Each of the headmasters had given the school distinct service. Under Luther Wright the school began as a local school and met the need of Old Hampshire. Under Josiah Clark it obtained its character as a Classical academy, a standard it has sought since to maintain. Marshall Henshaw brought the work of the Scientific side on a par with the side that had been uppermost. James M. Whiton was not connected with the school long, but he strengthened the Classical side. Dr. Fairbanks wrought for the school life, content if he could bring



betterment there, while leaving the courses of study and standards of instruction unchanged.

Dr. Fairbanks went to the Mississippi valley, where, after engaging in private teaching, he became principal of Smith Academy, affiliated with Washington University, in St. Louis. Returning east, he accepted the treasurership of Amherst College, in which service he was engaged when his life ended.

#### THE INTERREGNUM

The trustees chose not to appoint a successor to Dr. Fairbanks at the close of the school year, June, 1884. They left the school in charge of the teachers, with one of their number appointed to perform the duties of principal. This appointment continued for two years, until the close of the decade now being reviewed. If it had been foreseen that two years would pass before a headmaster would be chosen, the faculty would have attempted no radical change in the policy or curriculum of the school. The only change introduced was a course of lectures, which were given in the winter term of the year 1884-1885, and which has been given each year since that date. The purpose has been to have the speakers chosen chiefly from the faculties of the colleges in which Williston students have been enrolled. Other speakers have appeared, more often recently, but the lectures have always been such as educated men, and those who aspire to be educated, are interested in, or ought to be.

The purpose of the teachers was to hold to the standards, in the establishment or maintenance of

which they had had part. Effort was continued to re-establish and strengthen the cordial relations which had hitherto existed between teachers and pupils, with good measure of success. But owing to the absence of a principal, and uncertainty attending the time and character of the appointment, the enrolment of pupils decreased. The classes already in the school remained full, but beginning with 1884 the entering classes were small, and with the departure of each graduating class thereafter the total attendance was reduced. The loss of members is always attended with a loss of *esprit de corps*.

Some changes in the faculty were made necessary because of vacancies caused by resignation.

Wallace Clarke Boyden, A.B., a graduate of Amherst College in 1883, became teacher of Mathematics, and remained until 1889, when he resigned to accept the principalship of the Normal School in the city of Boston. He belonged to a family of teachers, and was himself endowed and foreordained for that office. The department which he had in charge was well served.

Percy Favor Bicknell, a member of the Williams College class of 1884, taught modern languages one year, when he was recalled to that college for service as librarian.

Irving Bruce was Mr. Bicknell's successor, a member of the Williston class of 1878, and of Yale College class of 1882. He served this school twenty-one years, and his life ended here in 1906. He was a man without guile, an associate prized while here, and missed since he has gone. The characterization on the memorial

tablet which friends placed in the Seminary chapel does not praise unduly: "An accurate scholar; a faithful teacher; a lover of literature and art; in act courteous; in heart courageous; in all things Christian."

Luther Forrester Elliott, a graduate of the Bridge-water Normal School and of the Normal Art School, became teacher of Drawing, Arithmetic and English Grammar, and served efficiently until 1899, when he became principal of a school in Watertown, and has remained in Boston or vicinity.

Alfred Chapman Hand, Williston, 1878, and Yale, 1882, after two years in charge of public speaking and physical education in this school, studied theology, and began the work of the gospel ministry. But a fatal disease soon closed a life of great promise.

Dr. Robert P. Keep left Williston to become principal of Norwich, Connecticut, Free Academy, and instruction in Greek was given by Alfred Grosvener Rolfe, a graduate of Amherst. He served one year, 1885-1886; since then he has been master and headmaster of the Hill School in Pottstown, Pennsylvania.

During these two years good service was given for brief periods by Frederick William Hamlin, since then the principal of Leicester Academy; Frederic Eldridge Bourne, since then professor of History in a western university; Ellsworth Gage Lancaster, since then president of Olivet College; and Paul Irving Welles, since then a lawyer and railroad official.

The board of trustees passed through changes of organization in this decade. The Founder was presi-

dent of the board from 1841 to his death in 1874. Colonel William S. Clark, president of the Massachusetts Agricultural College, succeeded him, and served two years, 1874-1876. Lieutenant Governor Horatio G. Knight was next in this office, 1875-1881. Professor William S. Tyler, of Amherst College, was chosen president, and served during the remaining years of this decade. In the reorganization of the board in 1874 Hon. Edmund H. Sawyer was made treasurer. In his death in 1879 the school lost a devoted friend, ever ready to give time and strength for promotion of its best interests. Mr. A. Lyman Williston was chosen treasurer, and served most efficiently and gratuitously many years.

Mrs. Williston survived her husband eleven years, a benediction to town, church and school. Her death occurred in the spring of 1885. By this bereavement another link which bound the school through living memory to its beginning was broken. A memorial discourse was delivered in Payson Church, on Sunday, May 31, 1885, by Mrs. Williston's lifelong friend, Professor William S. Tyler, president of the board. Professor Tyler disclaimed intention to pronounce a eulogy, for Mrs. Williston would not wish it. The substance of a part of his discourse is worth repeating. He spoke of the debt which friends and church and community, causes of benevolence and religion, owed to this friend.

She was born in 1797, the child of a farmer. The home was a typical New England home, where strict economy was practised because necessary, but a home rich in the favor and blessing of God. The



opportunities for education were very few in "Old Hampshire" in the opening of the nineteenth century, and the schooling of Emily Graves was little beyond simplest rudiments. After her marriage she studied Arithmetic to enable her to become her husband's bookkeeper, Grammar to improve her use of English, Latin to enable her to accompany her children in their education. A local paper in printing obituary notice of her used the headline: "What one woman can do." She, by her ingenuity, industry and wise counsel, laid the foundation for her husband's fortune. It has been said that when he followed her advice he succeeded; when he disregarded that advice he failed.

But she was more than a business woman. She became a woman of wide reading and knowledge, a lady of fine culture and gracious manner. She was always a person of sweet piety and sincere interest in all around her. Mr. and Mrs. Williston had from the beginning of their united lives devoted a certain percentage of their annual income to benevolence. Increased income, therefore, produced larger gifts. When reverses came in the closing years, both struggled to prevent decrease of gifts. And after her husband's death Mrs. Williston maintained those gifts, although her income was much reduced.

She survived her husband eleven years. During that time she was the largest donor to the building of the Easthampton Public Library, to the building of a chapel (afterwards changed to a parish house) for the Payson Church, and to the endowment

of the Easthampton Village Improvement Society. These extra benefactions were made without reducing her contributions to various activities, religious and charitable. With her doing good was a business. By her will she gave to Williston Seminary her homestead, containing twenty-three acres of land, with buildings and other improvements. She named as conditions of the gift that her residence should become the residence of the principal, and one or more school buildings should be erected on the grounds.





WILLIAM GALLAGHER



## CHAPTER VIII

### WILLIAM GALLAGHER, PRINCIPAL

**I**N the spring term of 1886 the trustees made choice of the sixth principal of the school. The catalogue which was issued in May of that year contained the following: "Announcement: On the first of July, 1886, Rev. William Gallagher, A.M., a graduate of the Boston Latin School, 1865, Harvard University, 1869, and Chicago Theological Seminary, 1874, who has been for eight years master in the Boston Latin School for boys, and for the past year in charge of the Girls' Latin School in the same city, will enter upon his duties as principal." For greater completeness this announcement can be supplemented by saying that after graduation from the school of theology Mr. Gallagher filled brief pastorates in the state of Illinois. He then decided to make teaching his profession, and for a time taught in a school in Philadelphia. Then the Boston school board called him to service in the school where he had his preparation for college. He came to Williston with a high reputation for scholarship and success as teacher. This reputation was well sustained in Easthampton, and he was sought for service elsewhere. In 1889 Amherst College conferred on him the honorary degree of Doctor of Philosophy.

Dr. Gallagher with his family was the first to

occupy the Williston house, and this homestead became henceforth the residence of the principal, in accordance with Mrs. Williston's bequest. In order to reduce the expense of maintenance, the conservatory and grapery were removed, the fountains were taken up, and the barn and stables were sold, and reappeared on a farm elsewhere in the valley.

Dr. Gallagher found a condition which he did not create, but which he was expected to improve. This condition was the outcome of the decade reviewed in the last chapter. Mistakes had been made by those who had the management of the affairs of the school. That could be said of other institutions and other times. Let the statement be properly guarded. Perhaps somewhere, sometime, there have been churches or schools, organizations for benevolence or corporations for business, states or communities, families or individuals, who have not made mistakes. Mistakes had been made here and loss resulted. But the school suffered more from misjudgments than it suffered from mistakes. Mistakes can be corrected, and injury done can be repaired. Misjudgments persist.

The enrolment of the school had declined through the preceding decade. The enrolment in 1876 had been 217; in 1886 it was 133. For the year 1886-1887 it was 89. This was the number gathered by Luther Wright when the school began in 1841. After forty-five years of vigorous life, during which it had been a leading academy, not only in the number and quality of the scholars who were sent to the colleges, but also and more truly in influence for change in

courses of study to be offered in school and college, and in the emphasis to be given different courses, or parts of courses — after forty-five years of this service, the misjudgments of friends seemed to argue that the past of an institution can have no influence upon its present, that mistakes are irreparable, that loyalty to high standards and pride in a worthy record are negligible factors in a school.

The school began with the registration of 1841. Nothing else was the same. In 1841 Williston was the dominant educational influence in secondary education in western Massachusetts. In 1886 public high schools of excellent quality abounded in the territory of Old Hampshire, and nearly all the academies which had arisen from time to time had been absorbed in these public schools. It seemed that the local need for Williston no longer existed. But Williston had ceased to be a local school from the time of Josiah Clark onward, and with repeated enlargement of its courses of instruction had kept well in advance of increasing demands of secondary education.

In 1841 four teachers could do all the work required. In 1886, after severe reduction to lowest terms, necessitated by economy, seven men were hard pressed to do the work. The cost of maintenance was not the same. The salary of Principal Wright was \$800, and the total salaries of the first board of teachers did not exceed \$2500. The entire budget for the year was not in excess of \$3000. The salary list in 1886 amounted to nearly \$13,000, and the entire budget was more than \$22,000. The endowment fund was greater in amount than at

the beginning of the school, but the percentage of income was less, and when added to the income from tuitions and rents, it did not equal the appropriations and expenditure. Mr. Williston was not at hand to pay the annual deficits and keep the school out of debt. The legacies which the Founder had bequeathed had not yet been received. The annual income of \$5000 from the mill property was no longer available, because the mills had been sold, and payment under terms of sale was delayed. It developed subsequently that the purchaser decided to return the property, and thus, instead of being an asset, the mills became an encumbrance because idle, and necessitating expenditures for care, insurance and taxes. For the time the school was continued on hope, and the drafts on the bank of hope were large, endangering credit.

But the plan of the school was not changed. Teaching was maintained with full schedule as heretofore, the only part omitted being required class drills in the gymnasium. Even work in gymnastics was resumed in 1888. The Williston theory of a school had been, and continued to be, a group of teachers, with a place where each can meet such pupils as desire to come, and with abundant material at hand for instruction and illustration. Pupils are an important part of a school, but teachers are essential.

In 1887 Dr. Nathan Cobb resigned, with purpose to continue studies in a German university, and William Tyler Mather, a member of the class of 1882, and a graduate of Amherst College, succeeded



him. Mr. Mather gave the school efficient service, especially in improvement and enlargement of laboratory work. He resigned in 1893, studied in Johns Hopkins University, and after a time given to research work, he accepted election to the chair of Physics in the University of Texas, where he remains.

Beginning in 1888 the direction of the work in physical education was for a time assumed by the staff of the Amherst College gymnasium, and Rev. Dr. Samuel T. Seelye, a member of the board of trustees, gave instruction in elocution.

In 1889 Wallace Clarke Boyden was elected principal of the Normal School in the city of Boston, and was succeeded in the department of mathematics by George Parsons Tibbets. Mr. Tibbets was a graduate from Amherst College in the class of 1883, and had been engaged in teaching since that date. He has continued in the school, and is the third member of the faculty in length of service. Under his instruction the department of pure mathematics has attained a more prominent standing in the school than it had hitherto had.

In 1890 Sidney Nelson Morse was added to the board of instruction. He prepared for college in Williston, entered Yale in 1886, and graduated from Yale in 1890. He has continued in the school, having taught language — Greek and English — and in the first years of service having assisted in History and Elocution. English has become his chosen department, but his chief service to the boys of the school has been to develop in them a love for learning, and a zeal for accuracy — a becoming regard for scholar-

ship and the culture which should accompany it, whether in themselves or in others.

In 1892 Frank Adrian Leach, a graduate from Amherst College in that year, came to Williston as assistant in science and director of physical training. He succeeded Professor Mather as instructor in Biology and Chemistry. Under him the laboratory work, especially in Chemistry, was most efficiently done. He had rare gift and success as laboratory instructor. Pupils would remain as long as he would remain with them, and often asked to be permitted to give their holidays to the work. His death in 1906 was a severe loss to the school.

In 1893 Robert Greenleaf Leavitt, a graduate of Harvard, was added to the faculty as instructor in Physics and assistant in gymnastics. His work was always accurate, his laboratory neat, his influence tending toward scientific truth, as opposed to loose approximation and lucky guess. He left the school in 1898, and has pursued graduate study in botany, has engaged in research, and has published monographs and a text-book on botany. The names of two or three young men appear as teachers of gymnastics in the catalogues issued by Dr. Gallagher, all of them under direction of Dr. Edward Hitchcock of Amherst, and in conformity to the Amherst system of physical education.

The Principal still taught the senior class in both Latin and Greek, but the tendency was increasingly toward department teacherships for all, so far as that is possible in a secondary school, and the class masters of former time were changing. Whatever advantages

are had in personal association with one teacher, there are other apparent advantages in having a class or division meet different instructors during each day. The number of teachers increased from seven in 1886 to nine in 1894, and the student body grew from 89 in 1886-1887 to 159 in 1893-1894. The enrolment again declined, however, and in 1895-1896 was the same that it was in 1885-1886.

In 1889 important and necessary changes and repairs were made in the school buildings, resulting in long-needed improvements. The wood-burning stoves of the first decades had given place to stoves for using coal. But each room had its own heater, and each pupil bought and cared for his coal. The year 1889 found these coal stoves, or their successors, still in use. But the stoves were much worn, and a new supply was needed if stoves were to be continued. The decision was that the method of heating should be changed. The buildings were piped for steam, and boilers were placed in the cellars, giving each building a single and separate source of heat.

While this improvement was in progress the Middle Hall was remodeled to adapt it for other school uses. This was the second building erected, and the oldest remaining on the campus. When first built it was named English Hall — a name that should be restored. It was originally used almost entirely as a dormitory. But what was considered sufficient in 1843 was unsuited to the demands of a time four decades later, and the rooms of this hall were occupied only when better could not be had. It was therefore decided to cease using any portion of it as a dormi-

tory. The exterior was left unchanged, but the interior was much altered by removing partitions and placing other supports for the floors. Thus some classrooms and laboratories that were much needed were provided.

There was no difference of opinion about the use to be made of these classrooms. There was no longer suggestion that the schedule of the Scientific Department should be curtailed. Samuel Williston's "English College" was wanted — all of it, with additions. Under Principal Clark the Classical Department had dominated the school, because that was demanded by the standards then adhered to. When the Founder would have it otherwise, Principal Henshaw maintained the two departments on a parity. This was, however, more true in theory than in fact, because a change so great was not easily made. But the adverse criticism of the study of the ancient languages became widespread and insistent. There was no need to urge provision for better instruction in English and Science. The emphasis of the debate changed, and advocates of the "modern school" joined in the protest against thoughtlessly casting aside so much that had been valuable in the old system.

The third floor of the main or front portion of the building was fitted for a chemical laboratory. The second floor of this part of the building was left with floor plan unchanged, and the "English School-room" was transformed into a laboratory for Biology. On the ground floor, where was formerly the Chemistry lecture room, the school library and reading



room were installed. In the rear wing the top floor was given to Physics lecture room and laboratory, the second floor to Drawing and on the ground floor was the dynamo room and battery room and offices of the superintendent and janitor.

No money was in hand for use in the installation of the heating plants, for the transformation of Middle Hall and for needed repairs in gymnasium and dormitory sections of North and South Halls. Of necessity the money was borrowed, and the floating debt of the school was largely increased. The trust fund, which by the Founder's will was \$50,000 in the beginning, had with some help been brought to the required maturity, and was paid into the treasury at this time. But the income from \$100,000, added to other sources of revenue, was not sufficient to prevent accumulating deficits. The property which the school had received in satisfaction of the first legacy of \$200,000 was still unproductive. The mills were sold a second time, and a second time were taken back because of inability and failure of the purchasers to meet their business engagements. Expensive repairs were required for the safety of the property, and the school treasury had its financial responsibility increased.

In 1893 the trustees bought for the school the property of the village hotel, known as the "Mansion House." This began as a small hostelry between 1840 and 1845. It had known changes of management, and had been enlarged from time to time. In 1868 Mr. William Hill, a prominent and successful manager in the valley, was invited by citizens to

come to Easthampton and assume charge. Under his management the house was much enlarged, and for many years was profitable as a summer house during the long vacation, and a residence for Williston students during the school year. It was strictly a temperance house, and the school faculty and Mr. Hill worked in harmony. With the retirement of Mr. Hill the house lost its patronage, and was conducted at a financial loss, and its debts were secured by mortgage. For protection against undesirable neighbors the property was bought by the trustees, which means that the debt on the hotel became a debt on the school. Mr. Hill was invited to return, and attempt was made to restore the prestige of the house.

The year 1891 was the fiftieth anniversary year of the founding of the school. In the annual business meeting of the trustees in April, 1890, the board had voted that this semi-centennial should be celebrated in June of the following year, and a committee consisting of A. Lyman Williston, the president of the board, M. F. Dickinson, Esq., and Professor Henry M. Tyler, together with the principal, Dr. Gallagher, and Joseph H. Saywer of the faculty, was appointed to make arrangements therefor. During the summer and winter of 1890-1891 effort was made to learn the residence of former pupils of the school, and important additions to the alumni records resulted.

In the early spring of 1891 school dinners were given, and reunions held in convenient centers. The first of these was announced as the Amherst-

Williston Club dinner, and was given at the Norwood Hotel in Northampton, on March 12. The invitation extended beyond the membership of the college, and Williston men from the Connecticut valley responded. S. H. Ransom, president of the College Club, presided, and the speakers included Principal Gallagher, Dr. Edward Hitchcock and Professor John M. Tyler of the Amherst faculty, and others. All spoke not only cheerfully and hopefully, but confidently for the future of the school. Regarding the time then present, the Principal assured the boys, old and young, that "it was fortunate that the school did not need students to pay running expenses, for it had money enough to keep up its buildings and professorships to the highest standards without such aid." This was said doubtless because it was known that it was expected to be said regarding a school reputed so rich. The opposite would have been inopportune, and those who were burdened with anxiety for the financial outcome were not talking. The next dinner and reunion were held March 18, at Young's Hotel in Boston. A large gathering was entertained, and instructed by a notable list of speakers. M. F. Dickinson, Esq., presided, and explained the purpose of this and other dinners to be held. He introduced the president of the board of trustees in a toast in which he recalled the valuable services of William S. Tyler, Samuel G. Buckingham and John H. Bisbee, personal friends of and co-workers with the Founder, and at that time still living and active in service of the school, and reminded those present that when any of these passed,

the alumni of the school must furnish the board of trust. A. Lyman Williston, a nephew of the Founder, and a member of the class of 1853, spoke for the trustees, alluding to the betterments at the school, but leaving detailed mention of these to the Principal. Dr. Gallagher told of the improvements that had been made or were in progress, and announced that the standards and policy of the school, as they had been established and given into his care, would suffer no change. On the contrary, he heartily approved them. Other speakers were General Francis A. Walker, a former teacher in the school, and the following named alumni: Hon. John E. Russell of Leicester; Henry M. Whitney, then president of the West End Railway of Boston; President G. Stanley Hall of Clark University, Worcester; Judge James M. Barker of the Massachusetts Superior Court; Rev. Dr. Judson Smith, Secretary of American Board of Commissioners for Foreign Missions; and Henry D. Hyde, Esq., of the Massachusetts Bar. Most of the speeches were reminiscent, but President Walker especially commended the Seminary's leadership in teaching science. Letters of regret were received from alumni: Hon. William C. Whitney of New York; Professor Tracy Peck of Yale College; Ex-President G. D. B. Pepper of Colby University; Judge William S. Shurtleff of the Springfield Bar; Hon. L. W. Reddington of the New York Bar; and others. The next dinner and reunion were held at the Union League Club in Chicago on April 4. More than fifty were present. Walter M. Howland, Esq., presided, and in addition to himself the speakers



were Hon. John H. Thompson; Charles A. Dupee, Esq.; Professor Edwin M. Booth and Professor Henry M. Whitney. Among the letters of regret was one from former Principal Henshaw. The same spirit of loyalty to and confident hope for the school pervaded the speeches and letters. The fourth and last dinner and reunion was held at Delmonico's in New York City on April 15. Because of the large number of Williston men residing in or near New York, this was the largest of the four gatherings. Hon. A. P. Fitch, M.C., presided, and the speakers included Rev. Dr. George H. Bishop of Orange, New Jersey; Commissioner of Patents Charles E. Mitchell; Charles L. Boorum and Edwin E. Jackson. A letter of regret was received from Hon. William C. Whitney in which he wrote: "Thinking of this dinner has brought back vividly to me that most delightful New England village — the refined and scholarly figure of Josiah Clark, who was at that time our best example and inspiration — and the happy days when the early friendships were made that last the longest and are best." Rev. Richard S. Storrs of Brooklyn sent regrets and wrote: "My personal acquaintance with the institution concerns the time of its early promise rather than that of its later achievement. I was a teacher there for a year and more, from the spring of 1842 to the full summer of the following year, and have many pleasant recollections of teachers, pupils, the village and delightful neighborhood. I have always been glad to know of the good work which it has done and is doing, and I greatly desire, what I also anticipate, its constantly

increasing prosperity and success. All lifted levels of college education depend primarily on the higher training and wider instruction supplied by great endowed schools like this. I hope it will be as permanent as the meadows of the Connecticut or the buttresses of Mount Tom." From Professor Tracy Peck of Yale came a letter in which are found the words: "My one year at Williston Seminary has been of such permanent benefit to me that I cannot be indifferent to its history and prospects. As I feel more and more that the success of our colleges and of our best American life is greatly dependent on the ideas and ideals which prevail in such schools, I am desirous even to anxiety that the alumni and friends of Williston should not allow its golden age to be in the past." A telegram came from Frank M. Blair, Secretary of the Chicago Association: "Forty-five Williston pupils, from Fisher, class of '44 to Davis, of '91, send greetings. May you enjoy yourselves and appreciate Dr. Gallagher as fully as we did."

The speeches delivered and letters received at these dinners revealed a sincere affection for the school on the part of those who had known it. The reunions revived most pleasant memories, and no one present could doubt the loyalty which was expressed. An expectation of yet greater achievement was also revealed and expressed, an achievement exceeding the power of the school to attain at that time, or in the immediate future. The financial embarrassment of the school forbade. Endowed schools are not managed for commercial

profit, and enlargements and improvements in them are not undertaken with hope of such profit. They are not business ventures. Yet they are not so unbusinesslike that any of them are free from operation of laws which govern the conduct of business. Income must equal the budget total, or debts will ensue. Enlargements which involve increased expenditures cannot be undertaken unless increased income from some source is promised, if increased debts are to be avoided. Williston Seminary was not in financial condition to satisfy expectations of friends. And in consequence thereof her poverty was greater. Moreover, the purpose of an endowed school and the purpose of a business enterprise are so divergent, that the school cannot expect to manage a business enterprise with success. Yet as a result of the turn of affairs, a result for which the trustees were not responsible, Williston Seminary continued its vocation of making men out of boys by the process called education, and experimented in the management of a strictly commercial enterprise, as explained on a former page, as an avocation.

The semi-centennial celebration, in 1891, began on Sunday, June 14, with a sermon in Payson Church by Rev. Lyman Abbott, D.D. The text of the discourse was Gospel of St. John, x. 10. "The thief cometh not, but for to steal, and to kill, and to destroy: I am come that they might have life, and that they might have it more abundantly." The speaker explained that these words point the distinction between the true and the false in philosophy and religion, and then enumerated the enemies of life that confront

us today. These are *agnosticism*, which asserts that man can know only the material and sensible, and cannot know the invisible, the eternal, the divine; and which shuts the human mind from large domains of thought, and takes out of life the ambition and energy of much of intellectual exploration. And *dogmatism*, which severely limits and restrains human life and thought, and while granting a possible knowledge of God, asserts that long ago all possible knowledge of the Divine was attained, and man can know no more. And *asceticism*, which circumscribes life and restricts its interests and activities and enjoyments by limiting them in number and kind and degree. And *pessimism*, which asserts life not worth living, and all aspiration and effort doomed to failure, and which quenches enthusiasm and destroys faith. And *pietism*, which is not piety — but which seeks to make man more acceptable to God by making him less of a man.

Against these five thieves and robbers let us put the ministry of Him who comes to give life and to give it more abundantly. He opens in the soul a new sense, a positive perception, as distinguished from scientific hypothesis or philosophic reasoning, and asserts that man may know God. To this power to see is added the right and duty of each to see for himself, to make even a small amount of truth his own, rather than by mere conformity or assent to large and comprehensive statements of truth that are not his by his own effort. This means that the faith of the fathers is to be proved not in hope of rejecting, but in more assurance of accepting.



With this greater power to know and larger liberty of thought and faith is given larger liberty of practical life in every-day action. This does not open the question whether certain social customs of our day, and amusements or indulgences, are right or wrong, safe or harmful. Rather it is saying with positiveness that if these are wrong for one man, they are wrong for everybody; and if they are right for the sinner, they are right for the Christian, and more safe for the Christian than for him who is not. When it is asked, "Would Jesus Christ conform to present social customs, and indulge in these popular entertainments and amusements?" it can safely be said, nobody knows; but he probably would not be attracted by them, and if he was, he would not be hurt by them. Our Lord calls us to clearer knowledge and larger liberty, and, more than these, he calls us to a greater life of hopeful service. Such was his life. More yet, in opposition to the five thieves who would destroy, he calls us to a perpetually unfolding life, involving successive births of intellectual and spiritual power. Without assuming to speak for Williston Seminary — its trustees or teachers — the preacher was sure he had not misinterpreted the spirit of the school today, or the purpose that was deep in the heart of the Founder. The sermon closed with congratulation to the young men for the time of their birth and the life which opened for them all.

Monday and Tuesday — June 15 and 16 — were occupied with various exercises of the closing school year. Wednesday, June 17, was the day chosen for

the observance of the fiftieth anniversary in the life of the school. It was a day full of appointments and interest. The usual exercises of Founders' Day were set for nine o'clock. The school went in a body to Main Street Cemetery, and decorated the graves of Mr. and Mrs. Williston. Dr. Edward Hitchcock, class of 1845, spoke briefly, and an ode written for the occasion by Irving Bruce, class of 1878, a member of the faculty, was sung. This ode has been adopted as the Williston Hymn. At half past ten o'clock were exercises at which the presiding officer was A. Lyman Williston, class of 1853, a nephew of the Founder and president of the board of trustees. An address of welcome was given by Principal William Gallagher, and the orator of the day was Rev. Charles M. Lamson, D.D., class of 1869. The Germania Band of Boston furnished music during the day, and one of the teachers acted as marshal. Rev. S. G. Buckingham, D.D., a member of the board of trustees, served as chaplain.

President A. Lyman Williston, in his introduction, said that as the program of the day contained no extended historical address, it seemed fitting that he should briefly outline some of the principal events in the life of the Founder and the history of the school. He alluded to Samuel Williston's struggle with poverty during his youth and early manhood, and his great disappointment when a liberal education in the schools was denied him. When his industry and frugality had been rewarded, he remembered the injunction of Scripture, and planned to be in a large measure his own executor. He

decided to set apart a certain portion of his property for some purpose sacred to the greatest good of his fellow-men and the glory of his God. This was done in 1837, and after years of deliberation and counsel, the specific object of his beneficence was determined, and he decided to found an institution of learning at Easthampton, under the corporate name of Williston Seminary. He chose his birthday as the day for laying the corner stone. It is doubly fitting that this semi-centennial anniversary should commemorate two events, the birth of Samuel Williston, and the birth of this child of his philanthropy and munificence. Ninety-six years ago today Samuel Williston was born, and fifty years ago today the corner stone of the first Seminary building was laid by Rev. Payson Williston, the father of the Founder, and the first minister of this town. Many here present can recall that first building, with its broad granite base, and whose roof housed the dormitory rooms for the students, and the rooms for instruction and administration. The school was well adapted to serve the time in which the Founder lived, and his plan for it was such that no hindrance or embarrassment has been met in changing its plan or curriculum as need has been seen. Think what the school has done for this town. It was the smallest and one of the least important hamlets when the Seminary was opened. The school has added its influence to help make the town we know today — an influence that no other institution or establishment has exerted or could exert. The speaker then traced the growth of

business and manufacturing here, in which Samuel Williston bore the leading part, and all of which has come since the Seminary was established. The speaker found a most potent and helpful factor in the next half century of the life of the school to be the enthusiasm and loyalty of its sons. These he welcomed. But while fire kindles fire, and enthusiasm intensifies enthusiasm, let us not forget that the practical test of loyalty is not in words, and must not end with this day.

Principal Gallagher spoke fitting words of welcome, and closed with linking the names of Samuel Williston and Thomas Carlyle, who had a common birthday, and, whose lives a common principle, as expressed in the words of our Founder: "Goodness without knowledge is powerless to do good, and knowledge without goodness is powerful to do evil."

Dr. Lamson chose for the theme of his oration: "The Conserved Boy." Principal Clark began an address, made by him at the quarter centennial of the Seminary, with these words: "Gentlemen, it has always been my supreme aim as a teacher, not to make men out of boys, but to conserve the boy in the man." Here, in the purpose and practice of "Good King Josiah," Dr. Lamson found his theme. The problem of secondary education, as here presented, is to discover the boy, awaken him, refine him, secure his development, and present him to future work, or future education, with the spirit of self-respect and the power of self-control. It assumes that the boy is not only the name for one's life period, but the term for that quality of life that



should be kept alive for those years that so often crush out our youth, and produce the hardness of the business heart. Thus the boy is not only the antecedent of manhood, but is one of manhood's best qualities. Three elements of the boy quality in man may be named — enthusiasm, idealism, realism.

And first, enthusiasm, what the Greeks called the god in the man. The boy learns truth, not by proving it, but by approving it. Enthusiasm is more than aid to education; it is the power of it. Men are made by what they behold with gladness, admiration or reverence. To learn truth is one thing, to be educated by truth is another. By enthusiasm thought becomes power, truth becomes character. The period of secondary education is the most favorable time for creating enthusiasm. As men enter the period of advanced education they become critical. They experiment and analyze, rather than admire and accept. In life beyond the schools the boy becomes buried in the business man. What shall fill his hours of relaxation? What shall he play? Not best with the business man's toys, his sports, physical excitements, society. Nothing so effectually keeps the business heart tender as some intellectual enthusiasm, some inquisitive admiration, found in schoolboy days, and sacredly preserved since then. This has been the testimony, for this has been the practice of men whose mental power and vitality we have often wondered at when seen. In poetry, history, art, achievements in discovery or invention, other than those to which the

man is himself devoted, has been found the recreation which has become re-creation.

Another boy quality to be conserved is a vision of an ideal and a devotion to it. The boy readily learns that the end of life is living, not getting a living. Martineau says: "Having, doing, being constitute the three great distinctions of mankind." In our country the passion for possessing is pre-eminently prevalent. But passion for gain has in it passion for achievement. Let a noble idealism persist from youth into manhood, and transmute these two passions of modern life into the higher passion for that achievement of himself, which becomes an incarnation of ideals, the "Word made flesh."

The third quality is best expressed as the love of reality, as distinguished from forms, customs, conventions. The love of the sincere, of liberty, of justice.

In the more technical discussion of some current questions in education the speaker found in the endowed academy the opportunity for saving a year in the life of him who enters upon a course of study which leads through primary, secondary, collegiate and professional grades.

When the orator turned from discussion of the mechanics of school courses and right purpose of all education, to speak of the men who have made Williston, the touch of personality was met by most hearty interest and response from his auditors. He spoke of the Founder and the trustee who had wrought with him in plan and council; of the prin-

cipals who, each in his time, did that which needed to be done for the boys who came to them, and for the school as contributing to the life of the nation; of the teachers who for longer or shorter terms gave of the best they had to give.

The resumé of the addresses given at this celebration are here reported as the substance of other addresses on other similar occasions have been reported. These are rightly made a part of the history of the school because they have each been approved by those who were authorized to speak for the school, and have been printed and circulated as expressing the ideal which the school sought to realize. They agree in spirit and purpose. The complete history of the school cannot be written if these addresses and papers are omitted.

The dinner, served in the town hall, lacked nothing in quantity, or quality or number of guests. The tickets issued were limited by the capacity of the hall. Nearly five hundred were entertained. M. F. Dickinson, Esq., of the board of trustees, presided. Addresses were made by His Excellency, Governor William E. Russell, who had honored the day by his presence; General Francis A. Walker, president of Massachusetts Institute of Technology, and a former teacher in Williston; Mr. A. Lyman Williston and Professor William S. Tyler of the board of trustees; Hon. John E. Russell, Member of Congress; President G. Stanley Hall of Clark College and Rev. Calvin Stebbins, former students in Williston; President Timothy Dwight of Yale University; Principal C. F. P. Bancroft of Phillips

Academy, Andover; Hon. Charles T. Gallagher, president of the Boston School Board; Professor Samuel Williston, of Harvard Law School; William Seymour Tyler of the senior class; and Principal Gallagher. Letters and telegrams from many friends were read, including one from Rev. Enoch Sanford, D.D., Samuel Williston's roommate at Andover; Colonel Mason W. Tyler of New York; Judge James M. Barker, of Massachusetts Superior Court; Professor Lyman R. Williston of Cambridge; Major Henry E. Alvord of Washington; Colonel George R. Davis of Chicago; Judge John C. Polley of Chicago; Walter M. Howland, Esq., of Chicago; President Merrill E. Gates of Amherst College; Dr. Henry Clay Trumbull of Philadelphia; and Commissioner Charles E. Mitchell of Washington; nearly all of whom were alumni of the school.

At five o'clock a reunion of pupils of Principal Henshaw was held in Adelphi Hall. The attendance exceeded the capacity of the hall. J. H. Sawyer presided, as representing the Henshaw faculty, and Rev. G. H. Tilton, class of 1866, on behalf of the boys presented Dr. Henshaw a purse of nearly \$1300, as a testimonial from many givers. Dr. Henshaw responded with much feeling. When he had fully recovered his voice he said: "I agree with every word that Dr. Lamson uttered regarding conserving the boy in the man, but I also believe in inspiring the man in the boy. A manly boy is as worthy of admiration and love as a man in whom dwells the freshness, exuberance and hopefulness of the boy." President A. Lyman Williston for the





DR. HENSHAW AND SOME OF HIS "BOYS"

At the semi-centennial, 1891.



trustees, and Principal Gallagher for the faculty tendered congratulations. Then the men, who were again boys, gathered around Dr. Henshaw for personal greetings.

The ladies of the faculty held a reception for the wives of trustees, former teachers and pupils who were present, at the home of Mrs. J. H. Sawyer, from five to seven o'clock.

The day closed with a general reception in the Public Library from eight to ten o'clock.

The interest awakened by the semi-centennial caused two reunions of groups of classes, the first in 1892, and the second in 1894. The first included classes 1869-1873, and the second classes 1874-1878. One hundred or more were present in each year. Dinner was served in the gymnasium. Dr. Henshaw and other teachers of the dates named were present as guests. At the reunion in 1892 request was made that the board of trustees admit larger representation of the alumni of the school, and upon nomination made, Mr. Richard S. Barnes, class of 1873, and Mr. William F. Whiting, class of 1882, were afterwards elected members of the board.

On June 17, 1895, the one hundredth anniversary of the birth of the Founder was observed. A large number of the alumni responded to the invitation issued. The usual exercises of Founder's Day were held in the morning, and in the afternoon M. F. Dickinson, Esq., presided over a meeting in Payson Church, at which addresses were made by Rev. Calvin Stebbins, 1858; Rev. Dr. Judson Smith, 1855; and Dwight S. Herrick, Esq., 1863. But

the most notable contribution to the occasion was two letters from members of the board of trustees: Professor William S. Tyler, who had served on the board from the beginning of the school; and Rev. Samuel G. Buckingham, D.D., whose service dated from 1850. Each had been a close adviser and friend of Samuel Williston and the Seminary. Because of increasing infirmities of age, neither was able to attend meetings of the board again, and thus each letter became the farewell message from the last remaining associates of the Founder and participants in the laying of the foundations of the school. Dr. Buckingham wrote:

“As I find myself unable to be with you on this interesting and important anniversary, I take great satisfaction in doing honor to the Founder of our Seminary and testifying to the wisdom and fidelity of those with whom I have been so long associated in its management. It has been regarded by all of us as an important and sacred trust, and few have been our meetings which have not brought together almost the whole of our number, from homes most remote and personal engagements the most pressing.

“The funds of the Seminary are largely of Mr. Williston's own investment, while the buildings were erected under his supervision, which insured the greatest thoroughness and economy. And we trust that it will be found these funds have not been diminished, nor the buildings fallen into poor repair, since they were entrusted to our keeping.

“There is one of our number who may not be with you to-day, and if he is, his invaluable service on this Board, as they were appreciated and made use of by Mr.



Williston when he was planning and projecting the organization of the Seminary, ought not to pass without acknowledgement. I refer to Professor William S. Tyler of Amherst College.

"The Founder of this Institution had passed through his struggles with ill health and straightened circumstances, and he had found in a wife that 'good thing which showed that he had obtained favor of the Lord,' that rare woman who not only suggested to him the secret of his future wealth, but shared with him fully the conviction that they were the Lord's stewards, and neither of them ever drew back from the simple covenant they had made with their Maker to devote a certain portion of their yearly income to His service; that 'elect lady,' as the Apostle John styled one of his friends, in the double sense of the highest culture and devoted piety; who left her stamp upon her family, and shed her influence over all who ever passed through these classic halls: this queenly woman, without whom her husband could never have been such a benefactor to mankind, nor could the graduates of this Seminary have obtained some of their highest conceptions of true nobility and Christian influence. If there is anything regal to such nobility, she sits beside her husband on the same throne.

"The results of Mr. Williston's bequest already show its worth and what may be expected from it in the future. It has literally created this beautiful town of Easthampton. This was formerly the outlying district of Northampton with no particular promise in it, with no fine outlook across the river and over the mountains, with a thin sandy soil unlike the rich loam of the valleys, it held out no particular attraction for either a residence or for business; with only a good old minister, and, if I mistake not, an unpainted church. If the father of this benefactor to the

town had accomplished nothing else than to rear such a family as he gave to the church and the world, he would be honored forever for such a ministry. These charming homes, this comfortable and cultured community, this shaded common with its Public Library, its fine public buildings and churches, its Seminary campus and halls, all this has been suggested and developed under the leadership of one man, and within the limits of a half century.

"The men, also, whom this institution has sent out into the world and who are found everywhere, in every position and profession and land, they have done the school and us honor by their rare scholarship in college and university, they have carried with them wherever they have gone the Christian ideas they have acquired here of the right use of property and have learned the satisfaction of benevolence and service, and the favor of God as richer than all else; — these are the fruits of this 'tree of life' planted here for 'the healing of the nations.' And as we are sure God planted it and with this end in view, we are just as confident that he will watch over it forever.

"There is one thing more which must not be forgotten to-day. Among all the benefactions of this valley, founded in and around Northampton, institutions of learning and charity, it is a striking fact that they have almost wholly come from people originally in humble circumstances, and who by their industry, frugality, wise planning and Christian benevolence, have accomplished their object, rather than by inherited or accidental wealth. The Willistons certainly were poor, and so were the Smiths of Hatfield, the founders of Smith Charities and Smith College. So far as I know it may be said of most others. We respect and honor any one however his wealth may have come to him, who uses it in such ways. But it is remarkable that the millions invested in these ways in

this immediate vicinity represent the ordinary class of New England people, who are industrious, economical, religious; and while they know the value of property, know also how to use it for the best purposes and from the highest motives. Thus in this case it is not to be said, see what our wealthy friends have done for us, but what our poorer people will do.

"With sincerest respect for my associates and kindest regards for all the friends of Williston Seminary, I am

"Yours,

"S. G. BUCKINGHAM.

"SPRINGFIELD, MASS., June 16, 1895."

The letter from Professor Tyler follows:

"OAK GROVE, AMHERST, MASS.

"June 22, 1895.

"MY DEAR MR. SAWYER:

"It is with sincere regret that I find myself unable to accept your polite and kind invitation to be present and take part in the services in commemoration of the one hundredth birthday of Mr. Williston. I can only thank you for the invitation, and invoke the blessing of heaven on the exercises and on all that participate in them. It is well that you observe the day, and that the observance of Founder's Day has become so common to our schools and colleges. In honoring the founders of such institutions of learning and religion as Mount Holyoke, and Williston, and Smith and Amherst, we honor and bless ourselves, at the same time that we express our gratitude and veneration for some of the greatest benefactors of mankind. Such institutions are emphatically the great conservative and progressive, civilizing and educating, perpetuating and transfiguring powers of society; the living channels of communication between the Ancient

and the Modern, the Old World and the New, the individual and his age and race. They transmute the gold and silver and houses and lands of the founders into the true riches of the mind and heart, and transmit them through the ages and nations, thus enduing them with something like ubiquity and immortality. And even as a matter of worldly prosperity and reputation, what would Amherst be without its college; South Hadley without Mary Lyon; Northampton without Sophia Smith; Easthampton without Samuel Williston?

"This day carries me back in memory and imagination to my first acquaintance with the Williston family. Mary Williston, the sister of Rev. Payson Williston and the aunt of Samuel, was the wife of Rev. Ebenezer Kingsbury, the first pastor of the Congregational Church in Hartford, Susquehanna County, Pennsylvania, which was my native place, and where I first professed my faith in Christ. She was a model pastor's wife, and a woman of such rare beauty, wisdom and goodness, that I have always revered the sex for her sake. And her daughter, Mary Kingsbury, was a model teacher, the teacher of my early childhood whom I most revere, and afterwards the wife of my uncle who lived to the age of ninety and a most lovely specimen of Williston longevity that dear old Auntie was in her day and generation.

"In the midwinter of 1828-9, at five o'clock Monday morning, I set out with my father with his own horse and sleigh (there were then no railroads and no direct communication by stage between Northern Pennsylvania and Western Massachusetts) to join the Junior class in Amherst College. And after driving forty to fifty miles a day, we arrived Friday afternoon at the house of Rev. Payson Williston in Easthampton, where I was heartily welcomed then, stranger though I was, and ever after treated as a



son by that dear good old man, whose life was a perpetual and most eloquent sermon on the golden rule, and whose face ever beamed with cheerfulness and benignity on all around him. Mr. and Mrs. Samuel Williston had already, in 1826, made a successful beginning of the button business, and thus laid the foundations of his subsequent wealth and beneficence. But they still dwelt under the same roof with Father and Mother Williston in an enlargement of the old parsonage, and they continued to live there, twenty years in all, together, though in separate families, in a style of simplicity and moderation equalled only by their hospitality, and generosity, till in 1843 he built the house which is now the residence of the Principal of Williston Seminary. It was in 1841 that he established Williston Seminary. Early in 1845 he founded the Williston Professorship of Rhetoric and Oratory in Amherst College. In the winter of 1846-7 he founded the Graves Professorship, now the Williston Professorship of Greek, and one half of the Hitchcock Professorship of Natural Theology and Geology in Amherst, thus making in all the sum of \$50,000.00 which he had already given for permanent foundations in that institution. And I need not remind you, how from that time he went on adding factory to factory and one species of business to another, house to house, block to block, and even village to village, till from one of the smallest, Easthampton has become one of the largest and most prosperous towns in Hampshire county. I need not tell how he built churches and enlarged the grounds and multiplied the edifices of Williston Seminary, and increased the funds and the faculty of the Seminary and of Amherst College, and extended and diffused his donations to public, charitable, educational and religious objects, corresponding with the increase of his wealth and the demands of the

times, till his name became identified with all the great benevolent enterprises of the age, and his influence was felt all over the world.

“Nor need I speak of the distinguished traits of character which made him what he was, and enabled him to do what he did; his healthy body, attractive person and well-balanced mind; his self education, in default of the college education which he coveted but could not obtain on account of the life-long weakness of his eyes, and which fitted him better than any mere book-knowledge for the work to which he was called; his benignant countenance, commanding yet winning presence, gentle speech and courteous manners; his strict economy, indefatigable industry, indomitable perseverance and unconquerable resolution; his watchful and careful personal supervision of his own affairs, united with rare wisdom and skill in discovering and selecting, in making and training the best men for partners, superintendents, agents and employees, in his business, and for teachers in the Seminary and preachers in the church of which he was a leading member; the integrity, uprightness and conscientiousness in little and great things which he exacted of himself as rigidly as he expected it from others; the Christian beneficence which was with him a principle rather than an impulse, and in which he regarded himself as only an agent in the business, only as a steward of the property which God had given him; in one word, that high and supreme sense of *duty*, which made everything sacred, serious, solemn to him, and which was the crowning excellence of his character and life.

“It was a character and life that was full of instruction and inspiration. We ought to be wiser and better men and women for meditating to-day on the life and character of Mr. and Mrs. Williston. I say *Mrs.* Williston, for they

were one and inseparable. Neither of them could have been what they were, nor have done what they did, without the other, and you have done well in putting them together in the program of the day. And we all owe them a debt of gratitude for what they have done for education and religion, which we can pay only by treading in their footsteps, sustaining the same objects, and especially fostering the institution which bears their name. God save and bless *Williston Seminary* is the fervent prayer of

“Yours Most Truly,

W. S. TYLER.”

The changes in the board of trustees during the decade of Dr. Gallagher's administration were few, but important. In 1886 the most active and influential members had been in service many years, and at the time of the semi-centennial nearly one-half of the whole were also members twenty-five years before, at the time of the quarter-centennial. In the death of Professor Richard H. Mather in 1889 the board lost an associate who had long been prized for his broad culture and safe counsel. In 1891 the death of Rev. John H. Bisbee removed a most faithful and valuable member, one who had been a co-worker with Samuel Williston. The board was strengthened in 1887 by the election of Dr. George W. Cable of Northampton. In 1890 Dr. Edward Hitchcock of Amherst College accepted election, taking the place made vacant by the death of Professor Mather. In 1893 Mr. Richard S. Barnes of New York and Mr. William F. Whiting of Holyoke became members through nomination by alumni, as already related. The result of these

changes was that alumni of the school constituted a majority of the governing board.

In 1894 a leave of absence was granted Professor Buffum, and during that time Mr. Eugene W. Lyman, a recent graduate of Amherst College, taught his classes. Mr. Lyman afterward read theology, and is now a professor in Oberlin Theological Seminary. Mr. Buffum gave his sabbatical year to study in Berlin University and a limited time to travel. In the winter of 1895 the principal found himself in need of rest and recuperation and was given leave of absence for the last half of that school year. He traveled in the Orient, visiting Greece, Egypt and Palestine.

Dr. Gallagher completed ten years of service in June, 1896. Less than a month thereafter he was elected principal of Thayer Academy in South Braintree, and decided to accept. He resigned the principalship of Williston Seminary, and, no alternative being offered them, the trustees accepted the resignation. A minute prepared by a committee was at the same time adopted, putting on record their grateful appreciation of his eminent services to the Seminary. The minute records the growth of the school in the confidence of the governing board, the graduates and friends of the school, due to the quality and efficiency of the work done.

With this recognition and testimonial by the trustees those who were in daily contact with the work of the school can agree. The standards and best traditions of Williston had been maintained. Harmony had prevailed in the faculty, and hearty



co-operation of teachers and pupils had been promoted. The school had made substantial progress, with one embarrassing exception. The financial outlook had not improved. It had grown worse, but for this Dr. Gallagher was not responsible. The enrolment had been smaller during this decade than during any other decade in the history of the school. Yet Williston pupils won their fair share of college honors and the contributions to the work of the country and the world were notable. Business in various forms claimed double or treble the total of all engaged in other departments of labor. The lawyers numbered more than two score. The teachers nearly equaled these, and among them were half a dozen college professors who have become leaders in their chosen departments. Engineering in some form attracted many, but those who completed courses in engineering often found that business offered more numerous and more lucrative opportunities. Journalism, medicine, theology, each was chosen by a dozen. The field of foreign missions was not neglected, as it had not been in any other decade. Theodore Lee in the Mahratta Mission wrought with a zeal and success that made his early death seem untimely and irreparable.



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## CHAPTER IX

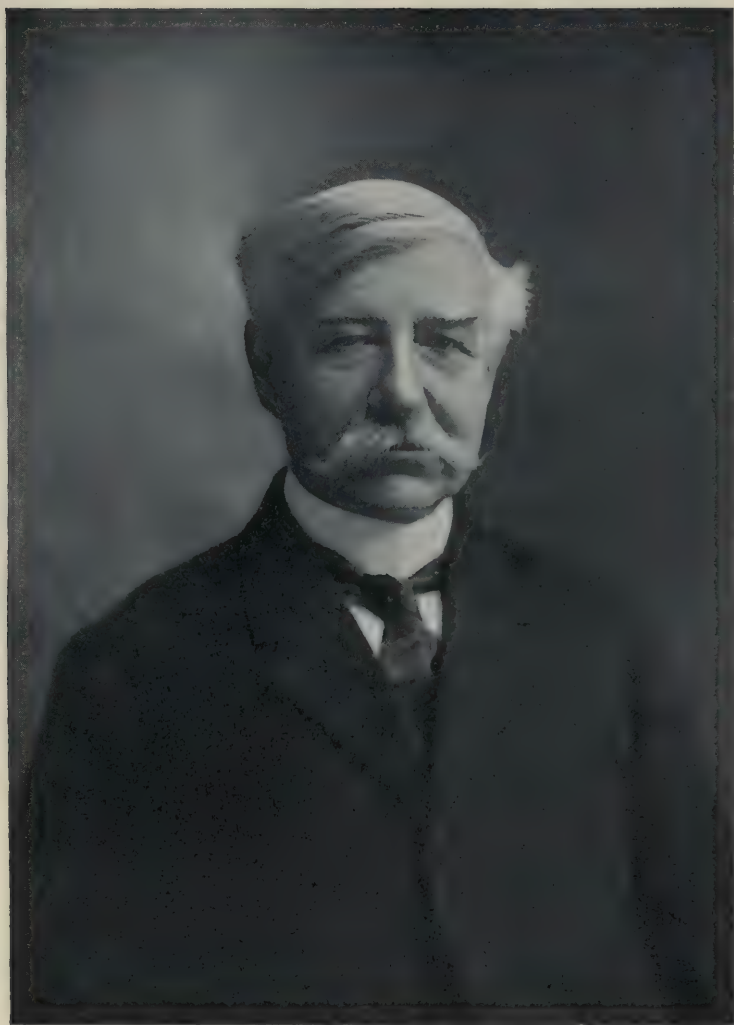
JOSEPH HENRY SAWYER, PRINCIPAL

THE school closed in June, 1896, with all appointments of instructors made, and with no expectation of change. Yet early in the vacation an important change came. Under date of July 10, Dr. Gallagher addressed a letter to the president of the board of trustees, which contained these words:

"MY DEAR MR. DICKINSON:

"Let me communicate to you in an official manner, for purposes of record, the information which I have already conveyed in a personal interview, that I have accepted the principalship of Thayer Academy in South Braintree, Massachusetts, and therefore tender my resignation of my present position as principal of Williston Seminary."

A meeting of the Trustees was held on July 20, or as soon as call could be issued, and members notified. At this meeting the resignation of Dr. Gallagher was accepted, no alternative being offered, and a committee was appointed to draft a minute expressing on behalf of the board their "high and grateful appreciation of his eminent services and their sincere regret that he felt called to enter another field of usefulness."



JOSEPH HENRY SAWYER .





Another committee was appointed, "to consider and report to the board upon the question of a future principal of the school." At a meeting of the board, held on August 12, this committee reported, recommending the appointment of Joseph H. Sawyer. Their report was accepted and adopted.

Mr. Sawyer was born in Davenport, Delaware County, New York, and his preparation for college was had in that town, with an addition of two years in Delaware Literary Institute, a school in the neighboring town of Franklin. He graduated, A.B., from Amherst College in 1865, and received the degree of A.M. in 1868. He taught one year in Monson Academy, Monson, 1865-1866. He came to Williston in 1866. He had remained, serving the school in different capacities.

The appointment came to him unsolicited and without warning. In the winter of 1894, after nearly twenty-eight years of service, during which he had not been absent from his classroom, his health had suddenly broken under pressure of overwork, and for the first time he had learned what it is to be ill. He had returned at the opening of school in September, 1894, and had served as executive officer during the last half of that school year, when Dr. Gallagher was absent in the Orient. He was granted leave of absence for the year 1895-1896, and he was traveling in Europe when Dr. Gallagher resigned. He arrived home at the end of July, and then learned of the vacancy, and met the request of the trustees and his associates in the faculty that he accept the

principalship. With the assurance of such support the appointment was accepted.

This was done with full realization of all that was involved. Each preceding principal had been a teacher of Latin or Greek language and literature. Mr. Sawyer was a teacher of applied Mathematics. He had also taught elements of History, Social Science and English Literature somewhat, because in a secondary school strictly departmental work is not always possible. Therefore this appointment disregarded the traditions of the school. All his predecessors had been younger in years, and had retired at or before the age when he was beginning. Again tradition was disregarded. He had been connected with Williston during those decades when the school had failed to satisfy some of its friends. He had been a part of what they criticized. The appointment disregarded these risks.

But perhaps it was thought that his long connection with the school would be of advantage. He had served with every principal since Dr. Clark, and had been personally acquainted with Luther Wright and Josiah Clark. He had known Mr. and Mrs. Williston, and had learned from them their purposes and hopes for the school. His acquaintance included the trustees and teachers who had served the school longest, and the former pupils who had shown most interest in its welfare and progress. He knew the history of the school, and had himself gone through the years of trial. He had served as assistant to the treasurer, and knew the financial condition of the school. There were

no surprises in store for him. With truth it could be said he was in full sympathy with the purposes and best traditions of the school. He believed in the Founder's "English College," and was sure the country needed and would support such institutions.

The choice of principal was not known abroad before the middle of August. In less than a month thereafter the next school year began. This was brief time for correspondence and preparation. The fall term opened with less than a hundred pupils, and the total enrolment for that first year was 104. This was beginning again where Luther Wright began, and under conditions less favorable. During the half century and more since 1841 the sum of knowledge had greatly increased. The demands upon the school were much greater than they were in that former time. This meant greater cost of maintenance. But during the last two decades accumulating deficits had imposed a debt of \$50,000 on the school, and interest charges increased the annual budget. Samuel Williston's office had long been closed, and the school had been financially embarrassed because he was not here to aid. The entire budget must be earned, because insufficient income was received from the property inherited under the Founder's will, and trust funds had not yet matured. Rigid economy was demanded. No enlargement could be thought of. To avoid impairment of the reputation of the work done in the school, and to prevent the annual increase of debt was all that could be hoped. But with no financial relief from friends, the debt would probably increase, and

ultimately the school must be closed. The outlook was full of uncertainty. It was the darkest time in the history of the school.

Perhaps relief could have been found through popularizing the instruction offered, and thereby increasing the enrolment of pupils. But the attempt was not made. Commercial courses and courses in manual training were not added to the curricula. There was no deviation from the purpose of the Founder. The standard established by preceding administrations was maintained. Industrial schools had been opened in Old Hampshire before Williston Seminary was founded, and Samuel Williston knew their failure through lack of popular support. That was a time of apprenticeships, and that influence survives in certain provisions of the Oliver Smith charities. But, in addition to this, the Founder believed in another kind of school. He had sought that other kind of school for himself—a school which does not teach men how to get a living, but teaches them to think straight and act rightly. Williston remained a cultural school.

But the outlook was not hopeless. Hope was found in the ability and devotion of the teachers. This was not a discovery made in 1896. Not fine buildings, beautiful and ample grounds, nor young people occupying these buildings and grounds, not these alone make a school of the best type. Teachers make or unmake a school. As truly as magnets attract and change metals which are not magnets, but may be made magnets through influence, so good teachers attract and change responsive youth.



This was President Garfield's essentials of a college, Mark Hopkins and himself without buildings or grounds.

The teachers who served during the first years of this principalship had proved their worth in the administration of Dr. Gallagher. They were each amply furnished in scholarship and approved experience for the work in hand. They served with unselfish loyalty and undivided interest. They cared more for the boys whom they taught than for the subjects which were taught. This distinguishes the real teacher from the learned pedant. Full knowledge of the financial condition of the school was withheld from the teachers, not because it was feared that such knowledge would lessen their interest and devotion, but because it was believed that such knowledge was not needed to increase their interest and devotion.

Charles A. Buffum taught Latin; Irving Bruce taught German and French; Luther F. Elliott taught Drawing and first-year subjects; George P. Tibbets taught pure Mathematics; Sidney N. Morse taught Greek; Frank A. Leach taught Chemistry and Biology; Robert G. Leavitt taught Physics and gymnastics. In addition Captain David Hill, a former teacher, gave instruction in elocution, and Alexander E. Rosa assisted in direction of school games. The principal assisted in applied Mathematics.

The increasing embarrassment caused by the financial condition of the school made the maintenance of this board of teachers more and more

difficult. Mr. Leavitt retired in 1897, and Mr. Elliott in 1898. Mr. Leavitt returned to Harvard University for post-graduate study. He was afterward engaged in research work in plant growth, and published monographs on orchids. He also prepared and published a text-book on Botany. He then returned to the work of teaching. Mr. Elliott's service as teacher was uninterrupted. For many years he was principal of a public school in Watertown. He received the degree of B.S. from Harvard University for courses of study pursued while thus engaged. Since resigning his office in Watertown he has been connected as teacher in the Young Men's Christian Association in Boston, and in evening schools in that city. During succeeding years frequent changes in the board of teachers were caused by the inability of the school to provide adequate support. The work rather than the salary attracted not a few of them, and whether they remained one year or more, they gave efficient service.

In Latin Mr. Buffum was aided by these following: Dr. William Cary Joslin (Brown), a Williston graduate and a successful headmaster in schools elsewhere, after the burning of his school building in Fort Plain, New York, and while awaiting opportunity of future employment, came for one year, 1900-1901. He has continued in the work of education, occupying important and responsible positions. William Edward Hilliard (Yale) followed Dr. Joslin, and remained two years, 1901-1903. He then accepted a favorable business opportunity. Arthur Josiah Clough, an experienced and successful

teacher, remained five years, 1903-1908, a period long enough to enable him to render increasingly valuable aid to the school. He accepted the call to the principalship of Lawrence Academy, Groton, where he has been retained. George Hoyt Hero (Tufts) succeeded Mr. Clough in 1908, and is still a member of the Williston faculty. His work in the classroom has been efficient, but his service in other parts of the school calls for mention elsewhere. Lincoln Depew Grannis (Yale) and George Edward Denman (Williams) have each taught a class or division in Latin, but their most important service has been done in other parts of the curriculum.

The enrolment in Greek has declined in this school, as it has declined in other schools. But Greek is still included in the curriculum, and pupils apply for that language. In 1896 Sidney Nelson Morse was the instructor, and he has continued direction of the department. In view of his expected absence for study and travel in Greece, Abraham Royer Brubacher (Yale) came to Williston in 1897 for two years. His aid was most opportune. He returned to Yale for post-graduate study, after which he resumed school work in Connecticut and New York, as instructor and superintendent of schools, and later as president of New York Normal College in Albany. As Mr. Morse gave more and more time to instruction in English, other teachers of Greek have given efficient aid: William Theodore Darby (Williams), 1905-1906; Henry Greeley Durfee (Williams), 1907-1908; George Hoyt Hero (Tufts), 1908-1916.

In 1896 Irving Bruce taught all classes in German and French, for only one year in each language was required. Maro Beath Jones, who substituted during the absence of Mr. Bruce for continued study in Europe, was able to teach all classes in modern languages. But increased demand for instruction in these languages made assistance necessary, and Robert Edouard Pellissier (Harvard) was instructor four years, 1904-1908. He returned to Harvard for post-graduate study, was called to Leland Stanford University as instructor in French, and had been promoted to associate professorship when the war in Europe began. Obtaining leave of absence, he went to his native country and enlisted in the French army. He was wounded in battle. After release from hospital he passed examination, received an officer's commission, and returned to the front. He was killed in battle in the summer of 1916. This war has caused no sacrifice more costly than the life of this talented Frenchman, cultured, high-minded, clear-souled, companionable. George Milo Innes (Brown) joined the department in 1905, and remained four years. He then resumed post-graduate study. A modest man, more highly esteemed by others than by himself. The work in these languages continued to increase until it exceeded the time and strength of one man. Two departments resulted. Frank Warren Roberts (Wesleyan) became teacher of French in 1908, and remained until he accepted election to the same service in the New Haven High School in 1913. He had given Williston highly valued service in the recitation



room, and in direction of the musical clubs of the school. Dr. Frederick Williams Pierce (Yale) was teacher of German one year, 1909-1910, when he went to the Connecticut Literary Institute in Cheshire. Lincoln Depew Grannis (Yale) became teacher of German in 1910, and is still in service. Under his instruction the department has grown in importance and efficiency.

Beginning in the decade preceding 1900 an increasing demand was made upon preparatory schools for more attention to speaking and writing English. The demand grew as, under the attack on teaching ancient languages, attention given to Greek and Latin decreased. It has been an attempt to supply the drill in English which translation of Greek and Latin texts had formerly supplied, and which would be lost as fast as Greek and Latin disappeared from the curriculum. The schools had no alternative, however much they believed in the drill in English through translations from other languages. Sidney Nelson Morse assumed direction of the new department in English, and was given assistance in the continued work in Greek. His helpers in the work in English have been Chauncy Marsh Goodrich (Vermont), 1898-1899; Clinton Aaron Strong (Amherst), 1898-1902; Pearl Payson Edson (Dartmouth), 1902-1903; Asa Irving Winslow (Brown), 1903-1904; Thomas Henry Kirkland (Yale), 1904-1905; Edward Hall Gardner (Amherst), 1905-1908; Bayard Breese Snowden (Williams), 1908-1916. Messrs. Goodrich, Edson and Winslow continued in educational work. Mr. Kirkland is a graduate of Willis-

ton. He studied law, and is a lawyer in practice in Springfield. Mr. Gardner was for a time a post-graduate student in Columbia University, and is now associate professor of English in Wisconsin University, and the author of a popular book on "English of Business." Mr. Snowden is still a member of the Williston faculty. His services in the school have been so varied and so valuable that they merit more particular notice elsewhere.

So great has this demand for English become that all teachers in the school have some part in satisfying it. Each recitation is a practice in English, and the last exercise in written and spoken English is the program of graduation on Senior's Day. Programs of graduation exercises have been given in previous chapters as showing that from the beginning the senior class has been prominent, not as listeners, but as speakers. The changes have been in the spoken parts. They became all original and none selected. Then the salutatory in Latin disappeared, and with it all parts spoken in any language other than English. The last change has been to make this day even more a part of the school course, and less a show day. Early in the year a list of themes is presented to the class. Each member must choose one of these, or some other theme approved by the instructor in charge. Preparatory work consists in reading or laboratory experiment. The first completed draft is criticized and then rewritten, and the final draft must be presented early in the last term of the year. The best are given appointment for Senior's Day. These must be recast to make them more suitable

for spoken parts. Drill in speaking follows. It is all a part of the education needed by the boy who shall become an American citizen. As showing what the boys choose to write about, the list which received appointments in 1913 is here given: Home Rule for Ireland; Moving Pictures; The Olympic Games; The Post Office Swindles; Aluminum; The Law's Delay; The Immigration Problem; The Negro and the Nation; Types of Ore Deposits; The United States Revenue Cutter Service; Irrigation in the West; The Railway Problem in Alaska; The Calorific Value of Fuel.

This is a fitting place to say that the winter course of lectures, given for the first time in 1885, has been continued. The purpose has not been entertainment, but instruction and increase of intellectual interests. The speakers have usually been members of the college faculties which Williston pupils enter. They have spoken on any theme that educated men are interested in. In addition to these college professors, men prominent in public or professional life have spoken; and no speaker has been so cordially welcomed as a former pupil of this school. Especially on Founders' Day have alumni been found to be most acceptable speakers. Addresses by some of these, as James L. Bishop, William Ives Washburn and Robert L. Luce, have been printed and privately published.

The instruction in History has been distributed among teachers of other subjects, because the work in this subject in a preparatory school is elemental and limited, but chiefly because insufficient financial

resources prevented making it a special department. An attempt was made in 1910 when Leslie Owen Long (Harvard) was engaged. He had specialized in History, and wished to teach it alone. He remained one year, when he accepted service in a college, because Williston could not offer sufficient support. Return to former way of providing this instruction was made. Similar provision has been made for the social sciences — economics, civics, ethics.

Upon his return to school in 1896 Mr. Sawyer resumed his lectures in Physics. Another teacher conducted recitations, laboratory and examinations. This teacher has been frequently changed, eight different men having served during two decades: Robert Greenleaf Leavitt, 1896-1897; Harry Mayham Keator, 1898-1899; Charles Arthur Booth, 1899-1900; Fred Morse Randlett, 1900-1901; Irving Chambers Weeks, 1901-1906; Donald Bruce, 1906-1908; Lawrence Norman Wight, 1908-1912; Melvin Jesse Cook, 1912-1916. Mr. Keator is a graduate of Williston and of Yale. He studied medicine, and has been for many years in practice of his profession. Mr. Booth is a graduate of Worcester Polytechnic Institute. He left Williston to accept employment with the Buffalo Forge Company, where he has remained. Mr. Randlett is a graduate of Tufts, and is a civil engineer. Mr. Weeks is a graduate of Brown, and has continued as a teacher. Mr. Bruce is a graduate of Williston and of Yale, and also, after leaving Williston, of the Yale School of Forestry. He has been in employ of the national government, and is now associate



professor of Forestry in the University of California. Mr. Wight is a graduate of Bates, and is now an instructor in Albany Academy. Mr. Cook is a graduate of Princeton, and is at this writing in charge of the work in Physics. The department has grown in prominence and efficiency under his charge. Each of these men was a prominent scholar in his college class, some of them being leaders in their major study, pure and applied Mathematics.

Frank Adrian Leach was the teacher of Chemistry and Biology in 1896, and he remained nearly ten years. He was succeeded in the middle of the year 1904-1905 by Dean Stanly Calland (Beloit), who was transferred from other work on which he was engaged. Mr. Calland left at the end of the year to become a mining engineer, and Raymond Henry Stowell (Amherst) conducted the work in these laboratories one year. In 1906 Samuel Wilson Hicks, a graduate of Williston and of New York University, became the teacher of Chemistry and Biology, and has remained, an efficient and valued officer of the school.

The instruction in pure Mathematics was given by George Parsons Tibbets. At the first, because the school was small, he was able to do all of it, and he has remained in charge of the department. As the size of classes and the number of divisions increased, assistance was had from those who were teaching other subjects, but could add to their assignments a division in Algebra, Geometry or Trigonometry. This aid was usually given by the teachers of Physics and of Drawing. An attempt

was made to have an assistant who should give all his time to the work in Mathematics, and Henry Hammond Pride (Amherst) was engaged for this service, with expectation of a long tenure. But the embarrassment of the annual deficit intervened, and Mr. Pride accepted appointment as instructor in New York University.

Drawing has been a part of the course in applied Mathematics. Of those who have served the school in this, Daniel Merton Rust and Albert Moses Cristy are now lawyers. George Scott Gleason is a member of the faculty of Trinity College, Hartford, Connecticut; Luman Ransom Bowdish is principal of New Salem Academy; William McMim August is in business. Others who were in service before the size of the classes required the major portion of the teachers' time are mentioned elsewhere.

Williston has always given prominence to public speaking as being part of an American boy's education. This has included declamation, debating and original orations. Until recently the instructor has found time for declamation only, because this service was done in addition to other school work. Clinton Aaron Strong, a graduate of Williston and an alumnus of Amherst, thus served in connection with instruction in English and a large share in direction of physical education. He served four years, 1898-1902. For many years since leaving he has been a master in the Penn Charter School in Philadelphia. Then followed a succession of teachers who served one year each, and combined the work in declamation with instruction in English, History

or physical education: John Frederick Hamlin (Amherst), David Homer Keedy (Amherst), Edward Winchester Merritt (Brown), William Redfield Stocking (Williams), Thurlow Marshall Gordon (Dartmouth). Mr. Hamlin continued in the work of education elsewhere. Messrs. Keedy and Gordon became lawyers. Mr. Keedy is a graduate of Williston, and is in practice of his profession in this county. Mr. Gordon was in Williston two years. He read law, and is settled in New York. During the administration of President Taft he was connected with the department of justice in Washington. In 1908 Bayard Breese Snowden (Williams) assumed charge of public speaking, including declamation and debates, and combined these with work in English. The increasing demand for English necessitated that he be relieved from public speaking, and add censorship of student publications and editorship of the Williston *Bulletin* and alumni catalogue. From 1914 to 1916 Rev. Watson Wordsworth taught declamation and debating. Mr. Wordsworth is a graduate of Williston, and of Amherst College, and Hartford Theological Seminary. He had accepted appointment under the American Board of Commissioners for Foreign Missions for service in Mexico, and was ready to depart for this field, when the beginning of civil strife in Mexico caused his recall. While awaiting the outcome in Mexico he gave to this school two years of faithful and efficient service. In 1916 he accepted a call to the pastorate of the Congregational Church in Abington.

Through four years, 1897-1901, the school athletic teams were supervised by different teachers, who, in addition to their work in the classroom, taught the boys the games and rules for physical training. Beginning in 1901 physical education was made a department of the school, and was given prominence by having an instructor give his entire time, or the greater part of his time. But a well planned and progressive course of instruction was not developed, because of frequent change of director. The following men served as directors, each for one year: Charles William Mayser, Albert Warren Clark, John Francis Rogers, Edward Winchester Merritt, James Harrington Biram, Albert Garfield Johnson, Frank Leslie Rogers. After seven years of trial the plan was abandoned, and, beginning in 1908, Lawrence Norman Wight (Bates), who was instructor in Physics, gave a part of his time to the care of the games. He was aided by an instructor in the gymnasium during the winter term. In 1912 Mr. Wight accepted appointment in Albany Academy, where he is still in service. For two more years the games were directed by men who gave a part of their time to them: William Chester Walker, 1912-1913; Harry Rupert Stevens, 1913-1914. In 1914, through aid from a score of alumni, led by Judge Robert L. Luce, it was made possible to again make physical education a department, with the prominence it needs and deserves. George Edward Denman (Williams) began what is hoped will be a long engagement. He has served two years, and the wisdom of a consistent and unchanged method and direction is





SAWYER ATHLETIC FIELD



PARK STREET, EASTHAMPTON

Looking toward school campus from entrance to athletic field.  
Williston Homestead at right.



appearing. The players are called athletic teams. The purpose is not to develop athletes, but to teach boys the worth of strong bodies, and the duty and pleasure of caring for them.

The religious life of the school has been more than a matter of interest to trustees and teachers. The Founder, in the constitution, forbids that any instructor shall be permanently employed who is unwilling to accept the fundamental teaching of protestant Christianity. The school has never interfered with the religious beliefs of its patrons or pupils. But its own religious teaching and influence would have been lessened, perhaps destroyed, if great diversity of belief and practice had existed among the teachers. They must be substantially agreed, and theological controversy among them must be avoided. Furthermore, the Founder put these words in the constitution: "goodness without knowledge is powerless to do good, knowledge without goodness is powerful to do evil." Therefore the religious life of the school has been more than a matter of interest to the teachers.

The reports of the principal, found in the records of the meetings of trustees throughout the first decades, always mention what the religious attitude of the school had been, and nothing pleased Mr. and Mrs. Williston more than to learn that any number of the boys had definitely chosen to conform their lives to the example of Jesus Christ. In that former time this was called conversion. In later time more emphasis has been put on daily conduct, and less on form of theological statement. This has been true of school

Christian associations. Boys in their teens are not influenced in their judgments by ethical standards or theories, nor by theological creeds. With them a good fellow is not one who knows his catechism, but one who plays fair, is clean in word and act, generous in his judgment of others, and unselfishly helpful to them. In brief, he is not mean. Accepting this boy's creed or platform, all members of the school can unite, and have united, in the work of the Young Men's Christian Association. Teachers have co-operated with the boys, and a spacious room, pleasantly situated, and neatly furnished, has been provided for their use. The school has not been able to support a director who should give his entire time to religious work among the boys, but beginning in 1908, it has been possible to so arrange the work of one teacher that he could give much time to it. Usually this teacher has had classes in history or social science. Bible study has been done in volunteer classes. Such direction has been efficiently given by Edward Ingersoll Brown, 1908-1910; Albert Moses Cristy (Brown), 1910-1911; Alan Melvin Fairbank (Amherst), 1911-1912; Harry Havelock Lowry (Bates), 1912-1913; Edmund Brown, Jr. (Amherst), 1913-1914; and Rev. Watson Wordsworth (Amherst), 1914-1916. Messrs. E. I. Brown, Edmund Brown and Lowry have continued in the work of education, two of them after post-graduate courses of study; Mr. Cristy is now a lawyer; Mr. Fairbank a foreign missionary; Mr. Wordsworth pastor of a church.

This detailed review of the instructors who have



served during the last two decades is of use as showing the experience through which the school has passed. In addition to the teachers who remained from the preceding administration, sixty different men have served on the faculty, an average of three new men for each year. These frequent changes were caused by the low salaries which strict economy made necessary. Appointments were made throughout the first half of this time without regard to their purpose to remain teachers. Men of high rank in scholarship, of forceful character and definite aim were sought. Whatever their lack of pedagogy these men had enthusiasm and force, and boys learned from them what college means and demands. Responsive boys were made not only recipients of knowledge, but, what is better, seekers for knowledge and for what should accompany it. Business life has claimed many of these teachers. Engineering in some form has attracted not a few. A score or more have remained teachers in secondary schools, seven being now in service in Williston; three are principals of schools, and six are members of college faculties. A half dozen are known to be in the learned professions, law or ministry or medicine. As the financial outlook of the school improved, the purpose during the second half of this period has been to secure teachers who would become permanent. The result has been that seven are still in service here, one of whom has now served ten years; two have served eight years; one, six years; one, five years; one, three years; one, two years. And all of these are under appointment for the following year.

More than instruction of boys has been needed in these years, and the supply of that need came from the men who had been associated in the preceding administration. Messrs. Buffum, Bruce, Tibbets, Morse and Leach had asked Mr. Sawyer to become principal, and had pledged him their support. That pledge has been redeemed. Other opportunities have opened, better financially than Williston could offer, and opportunities offering promise of wide influence and promotion; but they have stayed. They have held the school true to its best traditions, and suffered not the removal of the landmarks which the fathers had set. The school is deeply indebted to many friends for timely and substantial aid. But these men have given not only money, nor good will, nor good advice. They have given the best part of their lives, in the faith that what they preserved and augmented would not be wasted by others.

Three of these teachers are still in service here, two are not. After a wasting illness of many weeks, Frank Leach died in January, 1905. He was a rare teacher. He taught his pupils correct scientific method, and inspired them to work. The boys asked not what would satisfy college entrance, but how much they could learn. If he would open the laboratories, they would give their holidays to whatever advanced work he thought possible for them to do. On the wall of the school chapel friends have placed this tablet:





FRANK ADRIAN LEACH  
Teacher 1893-1906.



IRVING BRUCE  
Class of 1878.  
Teacher 1885-1906.



## IN MEMORY OF

FRANK ADRIAN LEACH, A.B.,  
INSTRUCTOR IN CHEMISTRY AND BIOLOGY  
1892-1905.

A DEVOUT STUDENT OF SCIENCE.

AN INSPIRING EDUCATOR.

WHO ESTEEMED MANHOOD MORE THAN KNOWLEDGE.

*His Life enriched this School.*

Irving Bruce died in the spring of 1906. Williston Seminary has had no son more loyal, no teacher more faithful. He was absent on leave, 1900-1901, for further study in Germany and France; this supplemented two years in Europe prior to his appointment here, and summer vacations given to visits abroad. A just estimate of him is found on the tablet placed by friends in the school chapel:

## IN MEMORIAM

IRVING BRUCE, A.M.,  
WILLISTON 1878 — YALE 1882,  
INSTRUCTOR IN GERMAN AND FRENCH  
1885-1906.

AN ACCURATE SCHOLAR — A FAITHFUL TEACHER.

A LOVER OF LITERATURE AND ART.

IN ACT COURTEOUS — IN HEART COURAGEOUS,

IN ALL THINGS CHRISTIAN.

The three teachers who remain have been as truly progressive as were Messrs. Bruce and Leach. Mr. Buffum had given a year to study in Germany and Italy prior to 1896, and has frequently visited Italy since then. Mr. Morse was in Greece for the school year 1898-1899, and, when the emphasis changed

from Greek to English, he was absent again for a year in preparation for the new duties. These teachers have had no divided interest. Even work done in vacation time has increased their efficiency. Mr. Tibbets has published a drill book in algebra. Mr. Buffum has in manuscript a book, "Essentials of Latin Grammar." Syllabi and other leaflets have from time to time been prepared by each.

The decades here in review have been marked by rearrangement of schedules and readjustment of courses. In 1841 Mr. Williston announced his purpose to found an "English College." Although surrounded by advisers who were strong advocates of a classical academy, he adhered to his purpose; and when he became convinced that Josiah Clark could not aid him in realizing this purpose, he reluctantly parted with him. When he learned that, as a consequence of this, he had alienated many friends of the school, he nearly lost heart, and said that perhaps the country did not want such a school as he had hoped.

In all this Mr. Williston was not opposed to the classical course of study. He had chosen it for himself, and was prevented from pursuing it by weakness of his eyes. The purpose of the Founder is sufficiently shown in the announcement made early in the principalship of Dr. Henshaw, that the school offered two courses of study — classical and scientific — which existed on a parity; and that the scientific course offered instruction intermediate between that found in the ordinary high school and the scientific departments of colleges. This did not

prevent the classical side of the school from overshadowing the English, or scientific, side, as had long been true, and continued to be true for years thereafter. Business reverses prevented Mr. Williston from making adequate provision for the Seminary, and after his death a suggestion for making the scientific side a minor part of the school was urged and seriously considered in 1877-1878.

In less than two decades thereafter another condition demanded a rearrangement of schedules. The attack upon classical studies resulted in very small classes in Greek, and in small classes in Latin, with substitutions therefor. Accompanying this change came the introduction of elective courses for college entrance. These changes have reversed relations, so that the question now is not which course is superior, but whether there is any classical course, and if there is, what it is.

The maintenance of former standards of scholarship has been made difficult by this change in requirements for college entrance. In the time of Principal Clark pupils preparing for college pursued a definite course that had passed the period of experiment. It was well designed to develop literary culture and mental power as well. Moreover, pupils knew they could not change it or evade it. The claim that as good mental discipline can be gained by faithful study of difficult mathematics or science, or by a large amount of work done in English, involves this error: the human element in the case is overlooked or disregarded. The boy is the unknown quantity in the problem. So long as entrance is made by

counts, and the counts are gained by choice from a list of subjects, the boy's choice will be of less difficult or more agreeable studies. Moreover, the boy will study no more than is needed to get by. Good scholarship is still gained by those who pursue a definite, progressive and unchanging course, and the nearer to the classical course taught by Josiah Clark, the better. If colleges wish to aid the preparatory schools in this effort to maintain the rank desired, they will increase the number of required subjects and reduce the number of elective subjects to lowest terms.

Interest in the work of the two literary societies was increased by the announcement found in the school catalogue issued in 1897: "A silver cup is offered by the F. C. Society for contest in debate by the two literary societies. The cup will become the permanent property of the society which first wins five awards." The societies had met occasionally for joint debate in preceding years. Now this became an annual event, the debate being held early in March. By agreement each society has chosen the question for discussion on alternate years, and has thus become the challenger. The society receiving the challenge has the choice of sides. The challenge is to be issued and the question announced on or before February 1, and choice of sides must be made on or before February 15.

Three cups have been won, each offered by the F. C. Society. The first cup was in contest nine years, the total number of contests possible. Gamma Sigma won four times, and Adelphi won five times,



and gained permanent possession of the cup in 1905. The second cup was in contest six years. Adelphi won once, and Gamma Sigma won five times, and obtained permanent possession in 1911. The third cup was in contest five years. Adelphi won each year, and was given permanent possession of the cup in 1916. The Williston Club of Amherst College increased the existing interest in these contests by offering a silver cup to be awarded "for the best individual debater in the annual joint debate of the literary societies." This offer was made in 1903, and has been in contest thirteen times. It has been won six times by a member of Gamma Sigma, and seven times by a member of Adelphi. During the year succeeding each award the cup is in possession of the society whose member won the individual award.

When the Gamma Sigma was organized in 1870, the teachers decided that pupils on the classical side of the school should be eligible for membership in Adelphi, and pupils on the scientific side should be eligible for membership in Gamma Sigma. With this arrangement the boys have been well content. But the changing conditions for college entrance have made the difference between these sides of the school less plain. To avoid all possible dispute, those whose schedule includes two foreign languages are made eligible to Adelphi, and those who have mathematics and science chiefly are eligible for Gamma Sigma. Those who, in preparation for a school of science or technology, divide their major studies more equally are eligible to either.

Adelphi Hall is on the third floor in South Hall, and Gamma Sigma Hall is on the second floor of the Science building (formerly called English Hall and later Middle Hall). These rooms had been redecorated and refurnished prior to 1896, and have been well cared for by the boys. They are well suited to the use made of them, and have attractive interiors. The walls are hung with pictures of merit and photographs of debating teams, or other groups of former members, and to these have been recently added the society mottoes, "Perge sequar" in Adelphi, and "Know thyself" in Gamma Sigma, together with emblems from the society pins. The membership of each seldom exceeds thirty in these later years, but the educational value of that membership has not grown less, nor has loyalty to the societies declined.

The Young Men's Christian Association has increased in active membership, and in efficiency and prominence in the life of the school, through appointment of a director who could give a large part of his time to the conduct of it. Volunteer classes for Bible study have been held at convenient hours during the week, and a vesper service for all has been held on Sunday, taking the place of required attendance at evening worship in Payson Church or St. Philip's.

It has not been possible for the members to do much Christian work in the town or the vicinity. Preparation for entrance into college has used all their time and strength. Less than a half dozen of any senior class have had the full four years of

the Williston course. A scant third of the class have had three years of that course. The majority of any graduating class have been in the school not more than two years. This results from portions of their preparatory course having been had elsewhere. Omissions, imperfections, errors must be corrected or supplied, and these, with the subjects remaining to be studied, fill full the limited time available. Therefore little or nothing more than service in the Sunday schools in the two churches named has been attempted.

The larger meetings of the association have been held in the school chapel, for services of song and addresses by speakers from abroad. The smaller meetings have been held in the room 30 in South Hall, given for this use and for rehearsals of the musical clubs. As before said, this was Josiah Clark's recitation room, and for those who believe in spiritual presence, the room still holds the cheer and inspiration, the sweetness and light of his personality. In this room the silver cups won in athletic contests are kept, treasures which all schoolboys prize. On the walls are photographs of the musical clubs, pictures of historic interest, and a large photograph of the statue on the Princeton campus, typifying the young Christian Association worker and leader, the modern Sir Galahad. The face of that figure is the face of a member of the Williston class of 1875.

The school publications have included the *Willistonian*, a student annual called the *Log*, and the *Williston Bulletin*. The *Willistonian*, begun in the spring of 1881, was for ten years and more published

by the Adelphi, and the editorial board were elected by that society. A change in management was made in 1892, whereby the editorial board became personally responsible, assuming financial risks and receiving profits, if in any year receipts should exceed expenses. Each board has appointed its successor. The boys have needed and received aid. One teacher has served as censor, and his criticism and advice have been welcomed by the board of editors. Another teacher has efficiently guided the boys in financial management of their publication. The paper has continued to voice the best side of school life, and has actually been able to show a small balance on the right side of profit and loss.

The Williston *Bulletin* was begun in October, 1915, under editorship of Mr. Snowden, and has been published by authority of the trustees for free distribution among alumni and friends of the school. It gives special prominence to news about former teachers and pupils of Williston, to review of the present life and outlook of the school, and offers a forum to all alumni who may wish to use its columns for reminiscence, or for suggestion or criticism of existing purposes and plans. Work on a general catalogue has been begun, also under editorship of Mr. Snowden, with aid of a cataloguer, who gives all her time to the work.

A school is a little world apart. An endowed academy exists in a community, but not as a part of that community. It is sometimes regarded with suspicion by the neighbors surrounding it, as a people regard a group of aliens who come among



them. The proverbial lack of harmony between town and gown has been a result. Williston Seminary has been among friends. The thoughtless escapades of some students, now and then, and the raids on school property by mischievous and lawless youth of the town, have not destroyed that friendly relation. In the beginning the Seminary was the grammar school and high school of the town. In 1863 the Seminary was made an academy for boys, but after the opening of colleges for young women, girls from the town were admitted to the classes in Greek to enable them to complete their preparation for college. After Greek disappeared from the entrance requirements, girls from town were admitted to Seminary classes if thereby aid could be found for them in special subjects. After the opening of the local high school, and before laboratory convenience became a part of its equipment, classes from that school were freely admitted to the lectures in Physics and Chemistry. The annual catalogue has always showed an enrolment of Easthampton boys, and the majority of these have been received at reduced or free rates. The grounds belonging to the school have been without charge at the service of the town for public celebrations, and various organizations have freely used them for fairs or games. Moreover, the school has not granted these favors grudgingly, but in recognition of the public conveniences and privileges provided by the town and enjoyed by the school.

Nevertheless, Williston has been a little world, sufficient unto itself in many things. It has its own

laws, as every school has, its own policies, even its own politics. Reliance has been placed not so much on laws as on co-operation. Forty years ago it was learned that one or more organizations had been formed secretly among the boys, and existed for unknown purposes. Others were formed, perhaps in imitation, perhaps in self-defense, as boys see things. Some of these organizations were found more undesirable than others, and with some assistance they ceased to exist. In 1884-1886 teachers and trustees were persuaded to recognize others of these organizations on specified conditions. These conditions were that each group should choose a teacher, who should be known as their patron or adviser. To this teacher their constitution, if any existed, was to be shown, and all secrets to be made known. Such changes as this patron required should be made, and thereafter the patron should be consulted in all important decisions. The four groups involved hesitated for a time, and then made answer that each fraternity — as they spoke of themselves — would submit its constitution and secrets for revision and amendment to one teacher. That teacher should be the executive officer of the faculty, there being no principal at that time. The constitutions were changed as requested, and the secrets were left undisturbed, for they were few and harmless. Thereafter each group chose a patron, and they have so continued. The results have been a balanced good and ill. Halls have not been permitted, for club rooms are time killers. Each group has heeded advice, has used care in electing new members, has many times

tried to hold members to correct conduct and industry. Doubtless heartburnings have been caused here and there by failure to receive election, and cliques have been more easily formed. On the other hand, they have often made school discipline easier, for the group could be controlled or persuaded as quickly and easily as an individual. They have been active in school politics, striving for the honors boys covet so much, yet striving for the honor of their fraternity. They have heeded advice even in this, and have subscribed to a school law that no group or fraternity shall at any time hold more than two first-class offices. These are captaincies and managerships of athletic teams, and directorates of other school organizations, and the school presidency. A boy has been known more than once to resign an office to which he has been elected, and which he has prized, in order that another member of his group might become eligible for a captaincy. They have contributed from their treasuries for school improvements. One of them, the LL.D., repaired, redecorated and refurnished the classroom of their patron, Mr. Morse. Another, the I.Z., after the death of their first patron, Mr. Bruce, did the same for the modern language room, and hung an excellent portrait of Mr. Bruce behind the teacher's desk. A third, the F.C., has given the silver cup for contest in debating, as mentioned on a former page. But, more than this, reserve, aloofness, suspicion, distrust, on the part of the boys, has given place to confidence, good understanding, co-operation. Perhaps all this could have been

done by other means, but it is well to have it done.

Athletic games fill a large place in the life of the school world, for youth is the play time of life. Athletics need no encouragement from school authorities, but the authorities cannot be indifferent. Without direction and control the sports will run away with a portion of the school, and hinder the legitimate work of other portions. The teachers of this school have never left the school games without control. They have sought to co-operate with the boys in this as in other matters which are of interest to youth, aiding them with sympathy and instruction. But the frequent changes of directors from 1896 to 1906 resulted in divided councils, sometimes in a critical and unresponsive attitude on the part of the boys, and loss of needed co-operation. Best returns were not had from the time and effort expended. In 1907 this was remedied in large part by putting these interests in charge of an athletic advisory board to be chosen by the school athletic association, and to be composed of twelve members, equally divided among teachers, alumni and undergraduates. With this clearing house at hand matters of difference and even dispute have been adjusted satisfactorily. Letting a boy talk it out before a friendly court relieves him of his unpleasant grievances. But the best service of this board has been given in working toward a fixed policy and standard. The engagement of a director who shall remain co-ordinates this athletic interest with other parts of school life, and helps rather than hinders school work. We hope, in



common with other schools, that the day will come when our American boys will care more for playing a good game than for winning a victory.

The social life of the school has demanded recognition and co-operation. If these are withheld, undesirable conditions result. Scant time is left from studies and play for this life, and shy boys sometimes shun refined society, not because they are bad, but because they feel awkward. Their range of conversation is limited, and legs and arms are embarrassing possessions. Nevertheless Williston teachers try. On the evening of the first Friday of each school year a reception is held in the home of the principal. The work of the Christian Association and the literary societies is explained by the presidents of these organizations, and welcome to the church homes is offered by the pastor of Payson Church and rector of St. Philip's. This general reception helps to remove the strangeness which separates new boys from old boys. Smaller social gatherings are held in the residence halls from time to time, more or less with co-operation of the boys. More recently the school council, which is demonstrating its right to be, and is making a large place for itself, has introduced dances in the school gymnasium after work for the week is done, to help the boys over Saturday evening. We trust the Sunday letters home are the better for these dances. The musical clubs through their rehearsals and annual concert contribute much that improves the social life of the school.

All these organizations, literary, fraternal, ath-

letic, musical, social, in which the boys have so much interest, and in which the teachers share, have helped to better school life. A most welcome change has come within the last thirty years, and the tales which are told of the years preceding are ancient history, not repeated in this modern age. Luther Wright was held in high esteem by his pupils, and was gratefully remembered by those who had profited by his instruction and example. Yet his boys felt called upon to print a satire on the school rules, and publish a mock catalogue. School tricks now and then proved they were alive. Principal Clark, "Good King Josiah," was greatly beloved, yet unauthorized school papers, anonymously published, disturbed the good order and marred the life of the school. Tricks, with additions and other alterations, continued. Dr. Henshaw worked incessantly, but he could not make the boys work so hard but they could find time for mock programs of public exhibitions, and for annoying the town with interchange of business signs, and making the campus a dumping ground for gates, carts and other private property which time and their strength permitted them to transport. Dr. Fairbanks found it necessary to suppress an unauthorized and undesirable student publication. When a man of that olden time asked a boy in this modern age whether such fun was now forbidden, the reply was: "No, but the boys don't want to do it." There the teachers may well leave it.

The enrolment of the school during the first year of this principalship was 104, and it remained with-

out change during the second year. After that the school increased each year, until in 1906 the total was 221. The school had doubled in size in ten years, and the average for this decade was 160 per year. During the greater part of the second decade the enrolment has been at or near 200, and the average has been 191 per year. These averages include new pupils and old. A total of 1848 new names have been added to the register during these twenty years, an average of 92 new names for each year. The number prepared for college has approximated 750, and of these 308 have entered. This corresponds favorably to records of previous periods. Of those who have completed their professional studies, twenty-one are known to have definitely chosen the work of educators; twenty are practising medicine; fourteen law; twelve are engineers; and six are at work in the ministry. One of the last named had been accepted for work as a missionary in Mexico, but was prevented by the unsettled condition of that country from entering.

The board of trustees numbered thirteen in 1896. The majority of these had been members many years. Five of them had been nominated by the Founder, and had served with him. During the years reviewed in this chapter more changes, in number and in importance, have occurred, than had occurred in any previous principalship. Through membership of the board then existing the school had living connection with its beginning. That connection has now been broken. Twenty years ago the board included nine who had been

pupils in the school, and four who had not. In subsequent changes the alumni have been given more and more control, until now they number all but two. The board is self-perpetuating, and the change here noted has been made in recognition of the experience of other schools that the administration and care of funds and property belonging to the school, and conservation of its policy, can be most wisely and safely entrusted to the former pupils of the school. This does not involve failure to acknowledge the debt owed to those who wrought on the foundation and reared the walls.

Professor William S. Tyler died in 1897. He had been so closely associated with Mr. Williston that after the Founder died in 1874 it can be truly said that he still lived in the thought and purpose of Professor Tyler. Years before, William S. Tyler, then a young man, arrived in this valley, seeking Amherst College. He brought a letter of introduction to Rev. Payson Williston, and found hospitality and rest in the Easthampton parsonage. That became one of his homes. Thus Samuel Williston and William S. Tyler met, and the acquaintance became a close friendship. For one of these young men the college doors opened wide. Against the other they were shut and barred. But they had a common purpose, and each in his way, as God provided the opportunity, wrought to build his life into the lives of others through the education of youth.

When speaking at the observance of the semi-centennial of the school in 1891, Professor Tyler said, "I knew Williston Seminary before it was born." This



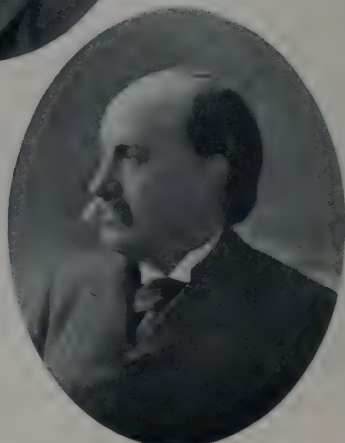
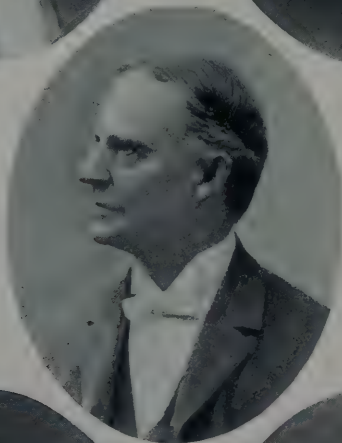
was a way of saying that he was consulted when Mr. Williston first thought of building a school. We learn that the Founder meditated four years before he decided to act. How many times these men, then in their early prime, must have talked over the kind of school, the location of the school, its name and endowment, before that decision was reached. Then followed the four letters in the *Hampshire Gazette* on successive weeks in the first months of 1841. These letters were written by Professor Tyler. In the act of incorporation, passed in February, 1841, the name of Mr. Tyler does not appear as an incorporator, but he was elected as a member of the board when they met in November of that year to arrange for the dedication of the first building. His name appeared as a trustee in every catalogue published thereafter until 1897, a record of fifty-six years. It is known that Mr. Williston dictated the substance of the constitution of the school, and the by-laws which govern the conduct of officers and teachers, but the Amherst professor wrote them. That constitution is read every third year in the annual meeting of the trustees.

These two friends were in frequent conference over school matters, and Professor Tyler selected the principals and some of the teachers so long as Mr. Williston lived. Marshall Henshaw was a favorite pupil in the Amherst College Greek room, and from 1863 to 1874 this Seminary was governed by a triumvirate, Williston, Tyler and Henshaw. After the death of Mr. Williston Professor Tyler served as president of the board, 1881-1885; and he was a member of com-

mittees having most responsibility until advancing years required release. He delivered a memorial discourse on Samuel Williston in 1874, and another on Emily Williston in 1885. These were more than formal addresses. They are tributes of sincere, life-long, unspoiled friendship. The name of William S. Tyler is written large in the annals of the college world, and the history of education in this country. But further mention of this can be omitted in this history.

Rev. Samuel G. Buckingham, D.D., died in 1898. He was elected trustee in 1850, at the beginning of Josiah Clark's principalship, and he gave the Seminary forty-eight years of faithful and highly valued service. He was constant in his attendance on the meetings of the board, and could always be relied upon for work on committees. He was broad in charity, safe in judgment, wise in council, trustworthy in action. When chosen for the Williston board he was pastor of the South Church in Springfield, and he remained pastor or pastor emeritus of that church until the close of his life. He was dignified and gracious in manner, pleasing in address. His presence was always helpful. He was brother of Connecticut's war governor, and shared the power of leadership which distinguished his family. When he resigned the active pastorate of the South Church, and the possibility of his leaving Springfield was presented, the suggestion was made that the city could well afford to pay a salary which would prevent his going, and that he should remain as the type of citizen the city delighted to honor.





COL. WILLIAM S. CLARK, LL.D.

Class of 1844.  
Teacher 1848-1850 and 1864-1868.  
Trustee 1863-1882.

MARQUIS F. DICKINSON, ESQ.

Class of 1858.  
Teacher 1862-1865.  
Trustee 1872-1915.

REV. JUDSON SMITH, D.D.

Class of 1855.  
Teacher 1864-1866.  
Trustee 1885-1906.

EDWARD HITCHCOCK, JR., M.D.

Class of 1845.  
Teacher 1850-1852 and 1854-1861.  
Trustee 1890-1911.

REV. HENRY M. TYLER, D.D.

Class of 1861.  
Teacher 1865-1866.  
Trustee 1885-1916.



Rev. Samuel T. Seelye, D.D., died in 1902. He was elected to the board in 1863, soon after he became pastor of Payson Church, Easthampton. When he resigned the pastorate he continued to reside in the town. His interest in the affairs of the school was deep and strong. Because of his local residence he served many years on the prudential committee of the board, which is entrusted with the conduct of business for the school when the full board cannot be easily assembled. He taught elocution a year or more in the principalship of Dr. Gallagher, for which he refused remuneration in money. He was a member of the famous Seelye family of which two brothers were college presidents, a third a lawyer and the fourth a physician, each eminent in his profession.

Rev. Judson Smith, D.D., died in 1906, having served twenty-one years since his election in 1885. He had had other and important relations to the school. He was a member of the Williston class of 1855. He had returned a few years afterward and taught Mathematics and Mental Philosophy two years, 1864-1866. Ten years later he had been asked to become principal, succeeding Dr. Henshaw, and had chosen to remain in the professorship of history in Oberlin College. When his residence had been changed to Boston, he consented to become a member of the board of trust. Dr. Smith's service to the cause of education had been notable, and his experience in other institutions made him most valuable as a member of the Williston governing board, where his counsel on committees on schedules

and school work was prized. His interest in the school was great, also, because of family association. His brothers had been pupils here: Samuel in 1846, Azariah in 1848, John M. in 1850; and another brother, Edward P., had been a teacher, 1868-1870. During Dr. Smith's service on the Williston board he was foreign secretary of the American Board of Commissioners for Foreign Missions, with office in Boston. Previous to this he had been professor of church history in Oberlin, Ohio, Theological Seminary, to which was added secular history in the college. In announcement of Dr. Smith's death the prudential committee of the missionary society bore this testimony: "Dr. Smith was a singularly gifted man. A forceful and interesting preacher; a ripe and excellent scholar; an author and historical authority; he was also admirable in executive capacities."

Edward Hitchcock, Jr., M.D., elected trustee in 1890, died at his home in Amherst early in the year 1911. He was a member of the Williston class of 1845; and had been a teacher in the school twice, 1850-1852, and again, 1853-1861. The year intervening between these dates had been occupied with study in Europe. During his second term of service as teacher he prepared and published a text-book on human anatomy and physiology. His family through three generations had been closely connected with the Seminary. His father, President Hitchcock, was a trustee of the school; his brother, Professor Charles H. Hitchcock, of Dartmouth, was a member of the class of 1852; and his son Albert

was a member of the class of 1894. When Dr. Hitchcock resigned his teachership in Williston in 1861 he joined the faculty of Amherst College, and the esteem in which he was held in Easthampton was shown by the following which went with him. A dozen or more from the graduating class of that year entered Amherst with him. From 1891 until his death he occupied the chair of physical education in the college, and that was his official position when he was elected trustee in this school. But Dr. Hitchcock was always more than Professor Hitchcock. He overlaid the office, and his influence permeated the institution in which he served. He was genuinely human, sincerely sympathetic and helpful. He feared God and loved man, and men trusted him.

Marquis Fayette Dickinson died in the autumn of 1915. He had lived for four years in retirement in his boyhood home in Amherst, his health having failed in 1911. He was son-in-law of Samuel Williston. Mrs. Dickinson was an adopted daughter of Mr. Williston. At request and on nomination of the Founder he was chosen trustee of the school in 1872. After the death of the Founder he had been prominent in the work of the board, and was its president, 1895-1912. Mr. Dickinson is the third in succession who was first a pupil, then a teacher, then a trustee. He belonged to the class of 1858, and upon his graduation from Amherst College in 1862 he returned to teach three years, 1862-1865. The profession of law claimed him then, and he was in practice in Boston when he was chosen trustee.

That Boston office was a busy place, and the demands of clients were many and insistent. But Mr. Dickinson found time for much public service. He was a member of the Boston School Board three years; trustee of the Boston Public Library; trustee of Massachusetts Agricultural College; trustee of Massachusetts Homœopathic Hospital; and overseer of the charity fund of Amherst College. He was co-executor of the will of Samuel Williston and co-trustee of the Seminary trust funds on which the future of the school so largely depended.

A. Lyman Williston died April 1, 1915. He had been trustee since 1873, when he was chosen to fill the place made vacant by the death of John P. Williston, his father. He was a member of the Seminary class of 1853. Thus a twofold tie united him to the school, and his residence in the near neighborhood made possible the varied and important service he was willing to give. On the death of Edmund H. Sawyer in 1869 he was chosen treasurer of the board, and thenceforward, with this office joined to the chairmanship of the prudential committee, he was most influential in all that affected the finances and business relations of the school. His business experience as a manufacturer and banker fitted him for the responsible work imposed. His known probity won and held the confidence of friends of the Seminary. When a turn came in the financial condition of the school, and annual deficits ceased, he set before himself the task to restore the endowment. He gathered all the losses that changing market values had caused in the invested funds



of the school since the death of the Founder, and adding these to the accumulated deficits, he resolved, as he said, to have the endowment made what his uncle said it should be. He had nearly accomplished this when his life ended. Other Hampshire County institutions are indebted to him for unselfish and gratuitous service. He was treasurer of Mt. Holyoke College, and he and Mrs. Williston, with their son Robert, were on duty there almost daily during the rebuilding era after the loss of the original building by fire. The college has many friends and will have more, but none can be more devoted than were this family. He was trustee of Smith College. He had the Williston habit of methodically supporting all causes, religious and educational, which solicited his aid and which his judgment commended.

Detailed mention has been made of these seven trustees. Each lived past the meridian of life, and some of them to advanced age. Joined in service, they united the present to the past, even to the beginning of the school. Their going had more than a sentimental interest.

Other changes occurred in the board during this period. In 1893 William Whiting (1882), of Holyoke, and Richard S. Barnes (1893), of New York, were elected members. Mr. Whiting served until 1908, and Mr. Barnes until 1910. Rev. Charles H. Hamlin, pastor of Payson Church, was elected in 1898. In 1913, when he retired from the pastorate, he resigned; but at the earnest request of his associates he withdrew the resignation, and remains in service. President George Harris, of Amherst College, was

elected in 1899 and served until 1908. All these gave the school highly prized aid, especially in service on committees.

The following, having been recently elected, are still members of the board: Robert L. Williston (1888), of Northampton, was elected in 1903, and is the present treasurer. Robert P. Clapp (1875), of Lexington, was elected in 1913. John L. Hall (1890), of Boston, was elected in 1913. John M. Tyler (1869), professor in Amherst College, was elected in 1916. Thomas W. Swan (1896), Dean of Yale Law School, was elected in 1916.

Gifts have been received during this period, differing in kind and in market value, but not differing in the spirit of helpfulness. Previous to this time little had been done for the school by others than the Williston family. In the administration of Dr. Henshaw these prize funds were given: by J. P. Williston for prizes in declamation, by Hon. E. H. Sawyer for prizes in the Classical Department and by Hon. H. G. Knight for prizes in the Scientific Department. In 1877 Mrs. Williston gave a portrait of the Founder. At later dates portraits of principals Wright, Clark and Henshaw were given by pupils of each, and a portrait of Professor W. S. Tyler was given by Colonel Mason W. Tyler (1858). When Payson Hall was opened, friends furnished the public rooms and the infirmary. The undergraduates began in the time of Dr. Gallagher to have an interest in the betterment of the school, within and without. A class gave a new chapel desk. Under lead of Theodore Lee (1893) money

was contributed by the boys for purchase of vines, and for planting these along the walls of the campus buildings. Professor William Mather, when teacher here, solicited aid with which important addition was made to the electrical equipment of the physical laboratory. Thus a good beginning had been made prior to 1896 in at least suggesting that Williston is a school needing and deserving aid. Valuable gifts have been received since 1896. For the adornment of the campus by planting and cultivating of shrubbery the school is indebted to the good neighbor, Franklin W. Pitcher, who initiated the movement, and with co-operation of Dr. G. W. Cable made it successful. For the athletic field, which has bettered the morale of the school, it is indebted to alumni and other friends in and out of Easthampton. Early in the period now reviewed a committee of the teachers collected a fund which was used to obtain portraits of principals Fairbanks, Gallagher and Sawyer, instructors Hubbard, Hitchcock, Russell Wright and Judson Smith. These were added to the five portraits previously hung in the chapel. Portraits in black and white of former pupils were also received by gift or otherwise: Henry Clay Trumbull (1844), President William S. Clark (1844), Governor Abiram Chamberlain (1854), Senator W. Murray Crane (1873) and President George McLean (1868). More recently a portrait of A. Lyman Williston (1853), an etching of Secretary William C. Whitney (1859) and a large photograph in black and white of the late Judge George P. Andrews have been given by friends. A fine portrait of John

Howard Ford has been given by his brother, James B. Ford, and will be found in Ford Hall. Increased interest in the work of the school has resulted from gifts of prizes by alumni and other friends: from Richard S. Barnes (1873) and Mrs. Barnes, for excellence in modern languages; from Gilbert F. Kennedy (1892) for best oration on Senior's Day; from David Kennedy (1892) for excellence in mathematics; from George A. Ayer of Easthampton for excellence of English translations of Latin classics, and in English literature; from A. Lyman Williston (1853) for excellence in college English; from friends of Professor Leach for excellence in chemistry; from Harry W. Landfear (1886) for good scholarship combined with good character; from Judge Winslow H. Edwards for excellence in debating; from the Williston Club in Yale for high and stimulating influence upon school life and participation in school activities; from the New York Association for good scholarship combined with positive influence for good during at least two years' connection with the school; from the Williston Association in Brockton to a pupil from that city for the best all-around record in scholarship, participation in school activities and moral influence; from G. F. and D. Kennedy medals for contests on track and field; from alumni in New York, medals for contests in gymnasium, and cup for class relay races. Encouraging as were all these evidences of interest in the school, the gifts from undergraduates are more encouraging. Through suggestion and advice of Professor Charles A. Buffum, an art col-



lection has been begun which has large promise for the future when a gallery shall be provided for the custody of it. Nearly twenty full-sized reproductions in plaster of antique statuary have at this writing been given by graduating classes, and the boys have voted that the name shall be "The Charles A. Buffum Art Collection." Beginning with 1915 the graduating classes are promising that each member shall for a term of years send each year a small gift to the school. An alumni fund will be the result, which in the future can be used for some needed addition.

The buildings on the campus were not changed in arrangement or use during these two decades. A new use was found for the hotel property which was purchased in 1893. This house was repaired in 1900, and opened as a residence for Williston pupils, rooms being reserved for use of patrons when visiting the school. This is the house known in the catalogue as Payson Hall. Dr. William C. Joslin (1872) was appointed master. In 1901 Dr. Joslin accepted call to superintendency of schools in Scranton, Pennsylvania. He was followed in succession by George B. Hurd and William E. Hilliard, each of whom remained one year. In 1903 Arthur J. Clough became master, and under his management, with aid of Mrs. Clough as lady in charge, the house prospered and satisfactorily fulfilled its function in the school life. In 1908 Mr. Clough accepted the principalship of Lawrence Academy in Groton, and George H. Hero assumed charge of the house as master, with Mrs. Hero, as lady in

charge. The hall has continued a valuable addition to the campus dormitories, offering a service which they could not give. Thirty-two boys could be received, and frequently the house has been filled. The need of such residence halls to satisfy present demand having been abundantly proved, a new hall especially designed for such use, and supplied with all latest conveniences, has been built, and it becomes, in the year following the close of the date which marks the end of this history, the first residence hall in the new housing planned for the school. Mr. Hero becomes master in that, and Payson Hall is opened for a new department of the school.

These gifts brought much encouragement, but did not relieve the financial embarrassment of the school. That continued and increased. Evidently, if relief could not be found, the school must be closed. To better present the experience, amounting to a struggle, through which the school passed during the twenty years here reviewed, it seems necessary to repeat in substance portions of what has been said in previous chapters. The deficit was \$50,000 in 1896. The investments, taken as a whole, were not giving sufficient aid. This resulted from the settlement under the Williston will made in 1876. The Founder had directed that \$200,000 should be paid the school upon the settlement of his estate. That estate, owing to shrinkage because of business reverses, consisted almost entirely in Easthampton property, built up by Mr. Williston himself. To force sale of this property in open market at that time would have been unwise. Therefore, with con-

sent of the Probate Court, the legacy of \$200,000 was paid in stock of a mill at appraised value. This mill had long been unproductive, and it did not change with change of owners. For more than twenty years it was not an asset, but a burden. Hoping for the best, the school satisfied other beneficiaries, and became sole owner of this property.

When the mill was sold in 1899 the deficit had become so large that even the relief thus afforded did not prevent its further growth. Increased enrolment of pupils and consequent increase of income did not prevent it. The gifts mentioned in detail in this chapter did not prevent it. Then the trustees turned with hope to a trust fund provided in the Williston will. This fund [was originally \$150,000 par value. The income from it was used for the benefit of Mrs. Williston during her life. It was to be paid to the school when with its accumulations it became \$300,000. This required more than twenty years after Mrs. Williston's death. When the fund matured, and further increase of deficits had been stopped, the payment of the debt was undertaken.

The trustees decided that friends of the school should not be asked to pay any part of that debt. They have not been asked. The treasurer, A. Lyman Williston, urged that all losses incurred since the death of the Founder in 1874, through changes in market value of securities, should be added, and by payment of the whole the endowment be restored to its original amount. This was voted, and it involved the payment of a so-called debt of \$148,000.

This had been nearly paid when Lyman Williston died. It cost most severe economies, even the postponement, and sometimes abandonment of needed improvement and enlargement of the plant. Its sorest cost was the rigid restriction of salaries.

Before the sale of the mill property in 1899, and when no other relief was in sight, the principal began soliciting contributions from alumni. This he did without authorization of the trustees, and without knowledge of most of them. The effort was to get \$25,000 to be used by the trustees as they should decide. The effort failed through the inexperience of the solicitor, and his distaste for the part of beggar. Also it failed because it was the first time aid had been sought for the school through gifts from friends, and in consequence the belief prevailed that the school had superfluous wealth.

When the sale of the mill property failed to bring all the relief needed, the principal again attempted to gather a fund among the alumni of the school. This was done with knowledge of the trustees, but without their authorization or direction. The amount sought was \$100,000. Less than \$6500 was obtained, and the second effort failed, and for the same reasons as before.

When maturity of the last trust fund brought the relief long waited for, other needs of the school, long known by the teachers, required attention. A third attempt was made by the principal to enlist interest and get help. The trustees hoped for the best and wished success, but their chief interest and effort were centered upon payment







JOHN HOWARD FORD  
CLASS OF 1873  
The donor of John Howard Ford Hall.

of the school debt. This third effort was to raise \$150,000.00. It began with promise of success. A pledge for \$25,000 was received, conditioned on the whole sum being raised within a specified time. Illness prevented the solicitor from satisfying these conditions, and the third effort failed.

But sufficient interest had been awakened by these repeated efforts to warrant a fourth attempt. A movement was organized among the alumni in aid of this, and the trustees of the school heartily co-operated. An expert examination of the doings of the trustees, and management of school funds subsequent to 1874, and another expert examination of the educational value of the instruction given, were obtained as a basis for the appeal. The amount sought was \$250,000, and the use to be made of this was the erection and furnishing of new buildings, the improvement of existing buildings and grounds, and purchase of additional grounds if such were needed. This effort has succeeded. A generous gift from Cleveland H. Dodge (1875) and his positive influence in favor of the effort made success possible. The John Howard Ford gift of \$100,000 gave assurance of success. Sixty and more persons have contributed to this fund. A new residence hall has been built and furnished with a part of the money received. It is hoped that this is the beginning of better things for the school.

To prevent possible misunderstandings, it is added that in his efforts to find help the principal was not working in opposition to the trustees, nor disregarding their purpose that no aid for payment of debt

should be sought outside the school. The payment of the debt was not the only urgent need. The prevention of deficits which increased the debt was an urgent need. And in a progressive school new needs arise, some of them urgent. More than once teachers have supplied what was wanted for their departments by aid received from friends, or have paid the bills themselves. It has been claimed that an endowed institution cannot avoid annual deficits because its income from tuitions necessarily is not sufficient to pay for its maintenance. To have no deficit is to advertise lack of foresight or worse. Williston has claimed no credit for having a debt, nor, on the other hand, for having paid it. But in that payment the school has maintained its self-respect, and has not annoyed and wearied its friends with explanations how the debt was contracted.

For the encouraging financial outlook at close of this third quarter century the school is indebted to the administration of Marshall Henshaw. When Mr. Williston was discouraged and ready to say the country did not want the school he had purposed, he met a man who helped him to a satisfactory expression of his idea of an "English College"; not an imitation of Thomas Arnold's English Rugby, but an American school for American needs, in which those courses of study that use the English language exclusively shall be held in equal esteem with all other courses; not in higher esteem, but in equal esteem. This had not been true during the domination of the ancient classics. In this Mr. Williston was right, educationally right. He did



not live to hear the country say this, but he saw indications that the country was preparing to say it. "Dr. Henshaw, I love you," were the parting words of the tired man at the close of an interview. Because of this love and trust the school became the chief beneficiary in a will which disposed of property appraised at \$750,000. Lacking the \$600,000 thus received the school could not now survive. For the \$250,000 recently received, and which is making possible some needed improvements, the school is indebted chiefly to men who as boys were pupils here in the seventies of the last century. Dr. Henshaw and Dr. Henshaw's boys must be named among those who have re-endowed and rebuilt the school.

## CHAPTER X

### THE NEW WILLISTON

**A**LIVING institution does not cease making history. The close of the third quarter century in the life of the school introduces the fourth quarter of its first hundred years. The story of that fourth quarter awaits the doing of what shall be told. Today we note the conditions under which that work is begun, and the opportunities which we believe will open for those who are to succeed us.

A greatly changed board of trustees will be in control. The school has passed from the custody of the family whose name it bears. To that family it owed its existence, and for seventy-five years that family has had a personal interest in its success and continued usefulness. In the first generation were the brothers, Samuel and John P. Williston. In the second generation were the sons-in-law of the Founder, William S. Clark and M. Fayette Dickinson, and his nephew, A. Lyman Williston. A grandnephew of the Founder, Robert L. Williston, is the only representative remaining. It is hoped that the name Williston will always appear in the list of trustees, but that name must henceforth mean what family names attached to other educational institutions mean. The trustees number nine at



THE JOHN HOWARD FORD RESIDENCE HALL





present, and seven of these are alumni of the school. Under the charter of the school the board is self-perpetuating, but it will not be difficult to make it even more representative of the alumni and more responsive to their counsel.

The school begins its fourth quarter century with a permanent board of teachers. This means that these teachers have worked together so long that they are well acquainted with each other, and each with his own work, and his place and duty in the general scheme of the school. Each has been here long enough to learn the traditions of the school, and by remaining he has approved the best among those traditions. If he had not approved, he would not have remained. There is no apparent reason why the board of teachers may not continue permanent.

The school has a definite purpose and plan; a purpose and plan sought in the beginning, and approved and satisfactorily developed before the end of the first quarter century. The plan includes two courses of study, Classical and Scientific. In the Classical Course language, literature and history are most prominent. In the Scientific Course mathematics and science are most prominent and instruction is carried beyond the requirements of entrance into college. These two courses exist on a parity, held in equal esteem, and pursued with equal thoroughness. Mental discipline and increase of mental power are sought in each course. This means, Williston is a cultural school. Vocational courses are doubtless better for some young people. The

cultural courses are certainly preferable for other young people. The country needs both kinds of school. The public elementary schools and state-supported colleges and universities are providing vocational courses in response to public demand. There is no present need for Williston Seminary to disregard the purpose of its Founder and the accomplishment of these seventy-five years. It will remain what it was intended to be and is now.

The New Williston will not revert to the type of school organized by Luther Wright. Because it is located in the Connecticut River valley it will continue to serve young men whose homes are in that valley, and this local convenience will influence some of its patronage. But the school will continue to be a national school, as it was made by Josiah Clark and Marshall Henshaw. In the years to come it will do its most important work as a national school.

The school begins its fourth quarter century relieved from embarrassment of annual deficits. This will be a new and most welcome experience. The Samuel Williston endowment which was at one time in danger of impairment, if not utter loss, has been saved and restored to its original amount. More than this, the endowment of the school is larger today than the Founder was able to make it. Alumni and other friends have contributed toward this result. If past experience shall be repeated in the future, further increase of this endowment will be needed.

An alumnus has made possible the erection and furnishing of a new residence hall. This supplies a





THE HOME OF THE JUNIOR SCHOOL



long-felt want. The buildings on the campus are dormitories, not complete as halls for residence. Fifty and more years ago, when they were erected, they satisfied the demand for such school buildings. They are still serviceable for use by those who seek low rates. The new hall is named for its donor, John Howard Ford, of New York, a member of the class of 1873. The details of construction, arrangement and service of Ford Hall are given in the annual catalogue of the school.

The opening of this new residence hall will cause that Payson Hall shall be needed no longer for the use made of it since 1900. The trustees have decided to open in this building a new department. In charge of an experienced and competent master, D. C. McAllister, Amherst, 1898, a school for care of pupils who are younger than fourteen has been opened. This junior school, added to the new residence hall, offers what was not asked prior to the third quarter century now closed. Williston Seminary can now receive and satisfactorily care for young boys.

During the seventy-five years now closed this school has enrolled ten thousand pupils. More than one-third of these have been prepared for courses of study in higher schools of learning and have entered some college, or school of science or technology, or professional school. For those who have chosen not to continue in school, substantial service has been done in preparing them for a larger and more abundant life. In each decade of its history young men have gone forth from the Seminary with pur-

pose to serve as ministers in the Christian church in this land or on foreign mission fields. In the years to come Williston will emulate this work of the past in making contribution to the cause of education in our common country, to the end that goodness and knowledge shall not be separated in the thought and plan of those who aspire to be educated men.







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